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# CONCURRENT EVALUATION OF TOTAL LITERACY CAMPAIGN IN PRATAPGARH DISTRICT

## FINAL REPORT-I

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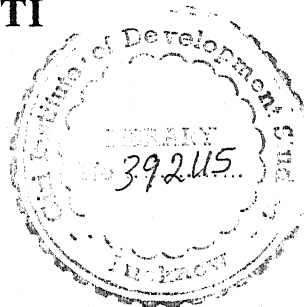
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## **PREFACE**

The problem of adult illiteracy is alarming in India. According to an estimate in 1991, 948.1 million adult illiterates were spread world over and 280.7 million, constituting 29.6 per cent were in India. No other country of the World except China had more adult illiterates than India. If present trend continues then by the beginning of the Twenty First Century, India is likely to emerge as the largest region of illiteracy in World. The situation of U.P. is very critical in this regard. The state of U.P. had 64.77 million illiterates, constituting 19.47 per cent of total illiterates of the country. The situation is paradoxical also because during all these years a number of programmes were launched to mitigate the incidence of illiteracy.

The launch of the National Literacy Mission (NLM) in 1988 has been one such step to impart Functional Literacy to around 80 million illiterates in the age-group of 15-35 years. The Mission launched Total Literacy Campaigns (TLCs) in most of the districts in India.

The present study is a Concurrent Evaluation of Total Literacy Campaign in Pratapgarh district of Uttar Pradesh. It is based on the guidelines provided by the NLM for the Concurrent Evaluation of TLC districts.

I take this opportunity to express my gratitude to Mr. Rama Raman IAS, District Magistrate and President, ZSS and Mr. Dhananjay Singh PCS, Chief Development Officer and Vice-President, ZSS, Pratapgarh district for providing me the opportunity to conduct the Concurrent Evaluation of TLC in Pratapgarh District. I am also thankful to Mr. D.C. Kanaujia, Director, Department of Adult Education, Government of U.P. for commissioning our Institute to conduct the evaluation of TLC in many districts of U.P. including Pratapgarh. I express my sincere gratitude to Mr. S.N. Sharma, District Adult Education Officer and Secretary, ZSS, Pratapgarh who took personal interest and special efforts in extending co-operation during the course of evaluation. The co-operation extended by the other staff of ZSS, Pratapgarh warrant grateful thanks. I am grateful to Mr. Bhawani Shankar Upadhyaya, Deputy Director (Rtd.), Directorate of Adult Education who has been kind enough to spare his time to help me in conducting of this evaluation.

*Contd...*



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I also feel thankful to Mr. R.K. Jaiswal, Mr. Mohd. Kaleem, Mr. Mohd. Yousuf, Mr. Umesh C. Shukla, Mr. Brijesh K. Tewari and Mr. Leela Nath Mishra for data collection and tabulation and Ms. Ishrat Husnain for computer applications. I feel that without their sincere support, it could not have been possible for me to complete the task.

It is my great pleasure to thank Mr. Noor Mohd., IAS, Chief Electoral Officer, Government of U.P. for sparing his valuable time to share his experiences about education in U.P. which he had during his tenure as Secretary, Basic Education, Government of Uttar Pradesh. I personally feel obliged to Dr. N.K. Srivastava, Head, Evaluation Wing, State Resource Centre, Lucknow for his overall guidance on the various aspects of TLC evaluation.

In the last but not the least, my thanks are due to Mr. Devanand S for the Word Processing of manuscript efficiently.

*Fahimuddin*

**GIRI INSTITUTE OF DEVELOPMENT STUDIES  
LUCKNOW**

September 17, 1998

## **CONTENTS**

### **PREFACE LIST OF TABLES**

#### **CHAPTER I   FRAMEWORK OF CONCURRENT EVALUATION OF TLC: PRATAPGARH DISTRICT** **1- 10**

1.1	INTRODUCTION	1 - 2
1.2	TOTAL LITERACY CAMPAIGN (TLC)	2 - 3
1.3	WHAT IS CONCURRENT EVALUATION	4
1.4	NEED OF CONCURRENT EVALUATION	4
1.5	OBJECTIVE OF CONCURRENT EVALUATION	5
1.6	METHODOLOGY OF CONCURRENT EVALUATION	5 - 10
1.7	DESIGNING AND ADMINISTRATION OF QUESTIONNAIRE	10
1.8	PRESENTATION OF REPORT	10

#### **CHAPTER II   TOTAL LITERACY CAMPAIGN IN PRATAPGARH DIST- RICT** **11-28**

2.1	LITERACY STATUS OF PRATAPGARH DISTRICT	11 - 13
2.2	TOTAL LITERACY CAMPAIGN IN THE DISTRICT	13 - 28
2.2.1	CAMPAIGN DETAILS	13 - 14
2.2.2	SURVEY	14 - 17
2.2.3	LEARNERS ENROLLED	17
2.2.4	LEARNERS PROGRESS	19 - 20
2.2.5	VOLUNTEERS	20
2.2.6	MASTER TRAINERS	22
2.2.7	KEY RESOURCE PERSONS	24
2.2.8	FULL TIME FUNCTIONARIES	24
2.2.9	CAMPAIGN COMMITTEES	25 - 26
2.2.10	TEACHING/LEARNING MATREIALS	27
2.2.11	MANAGEMENT INFORMATION SYSTEM	28

<b>CHAPTER III</b>	<b>ORGANISATION AND MANAGEMENT OF ZSS: PRATAPGARH DISTRICT</b>	<b>29 - 42</b>
3.1	GENERAL BODY OF ZSS	30
3.2	EXECUTIVE COMMITTEE OF ZSS	31 - 32
3.3	SUB-COMMITTEES	33 - 39
3.3.1	MANAGEMENT, ADMINISTRATION AND FINANCE SUB-COMMITTEE	34
3.3.2	ENVIRONMENT BUILDING AND TRAINING SUB-COMMITTEE	36 - 37
3.3.3	TEACHING/LEARNING AND MONITORING/EVALUA- TION SUB-COMMITTEE	37
3.3.4	CORE GROUP	37 - 39
3.4	BLOCK-LEVEL COMMITTEES	40
3.5	VILLAGE EDUCATION COMMITTEES	40
3.6	LEVEL OF PANCHAYATS INVOLVEMENT	41
3.7	FIELD VISITS BY FUNCTIONARIES	41
3.8	ZSS SECRETARY	42
<b>CHAPTER IV</b>	<b>ENVIRONMENT BUILDING AND SURVEY</b>	<b>43 - 56</b>
4.1	EB ACTIVITIES OF ZSS	44 - 46
4.2	VT's AWARENESS OF EB ACTIVITIES	46 - 47
4.3	VT's AWARENESS OF TYPE OF EB ACTIVITIES	47 - 49
4.4	MT's AWARENESS OF TYPE OF EB ACTIVITIES	49 - 52
4.5	KRPs AWARENESS OF TYPE OF EB ACTIVITIES	52
4.6	LEARNERS AWARENESS OF EB ACTIVITIES	52 - 54
4.7	SURVEY	54 - 55
4.8	SURVEY ZSS, PRATAPGARH	55 - 56
<b>CHAPTER V</b>	<b>SELECTION, TRAINING AND SUPPORT TO VOLUNTEERS</b>	<b>57 - 85</b>
5.1	KEY RESOURCE PERSONS (KRPs)	57
5.2	SELECTION OF KRPs BY THE ZSS	58
5.2.1	AGE, SEX, OCCUPATION AND TRAINING	58
5.2.2	INVOLVEMENT IN TLC	59
5.3	MASTER TRAINERS (MTs)	59

### III

5.3.1	SELECTION OF MTs BY ZSS	59 - 60
5.3.2	MTs PROFILE	60 - 62
5.3.3	SELECTION OF MTs	62
5.3.4	MTs EXPERIENCE IN ADULT EDUCATION	64
5.3.5	TRAINING OF MTs	64 - 66
5.3.6	ACTIVITIES OF MTs	66
5.4	VOLUNTEERS (VTs)	66
5.4.1	SELECTION OF VTs	69
5.4.2	SEX AND CASTE OF VTs	69 - 71
5.4.3	AGE OF VTs	71
5.4.4	QUALIFICATIONS OF VTs	71 - 73
5.4.5	OCCUPATION OF VTs	73
5.4.6	TRAINING OF VTs	73 - 76
5.4.7	MATERIAL GIVEN TO VTs DURING TRAINING	76
5.4.8	REGULAR PRESENCE OF LEARNERS AT LCs	76 - 79
5.4.9	SUPPORT TO VTs IN TLC	79
5.4.10	MOTIVATION TO VTs	82
5.4.11	VTs REPORTING VARIOUS DIFFICULTIES	82
5.4.12	VTs SUGGESTIONS TO IMPROVE TLC	85

## CHAPTER VI      **TEACHING/LEARNING MATERIALS AND FINANCE**      **86 - 99**

6.1	TEACHING/LEARNING MATERIALS SUPPLIED BY ZSS	87
6.2	VTs VIEWS ABOUT DISTRIBUTION OF MATERIALS	88
6.3	MTs RESPONSE ON THE DISTRIBUTION OF MATERIALS	91
6.4	LEARNERS VIEW ON THE DISTRIBUTION OF MATERIALS: OBSERVATION	91
6.5	MONITORING OF CAMPAIGN	93
6.6	MONITORING BY ZSS, PRATAPGARH	93 - 95
6.7	SUPERVISION	95
6.8	FINANCE	99

## CHAPTER VII      **FINDINGS, OBSERVATIONS, AND RECOMMENDATIONS**      **100 - 115**

7.1	MAJOR FINDINGS	101 - 108
7.2	OBSERVATIONS	109 - 110
7.3	RECOMMENDATIONS	111 - 117

<b>ANNEXURE</b>	118 - 120
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<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
<b>III.1</b>	<b>FREQUENCY OF ZSS EXECUTIVE MEETINGS: PRATAPGARH DISTRICT</b>	<b>31</b>
<b>III.2</b>	<b>FREQUENCY OF MANAGEMENT, ADMINISTRATION AND FINANCE SUB-COMMITTEE MEETINGS: ZSS, PRATAPGARH</b>	<b>35</b>
<b>III.3</b>	<b>FREQUENCY OF ENVIRONMENT BUILDING AND TRAINING SUB-COMMITTEE MEETINGS: ZSS PRATAPGARH</b>	<b>36</b>
<b>III.4</b>	<b>FREQUENCY OF TEACHING/LEARNING AND MONITORING/EVALUATION SUB-COMMITTEE MEETINGS: ZSS PRATAPGARH</b>	<b>38</b>
<b>III.5</b>	<b>FREQUENCY OF CORE GROUP MEETINGS: ZSS PRATAPGARH</b>	<b>39</b>
<b>IV.1</b>	<b>ENVIRONMENT BUILDING ACTIVITIES UNDERTAKEN AND AMOUNT SPENT: ZSS PRATAPGARH</b>	<b>45</b>
<b>IV.2</b>	<b>VTs RESPONSE OF EB ACTIVITIES</b>	<b>48</b>
<b>IV.3</b>	<b>TYPE OF EB ACTIVITIES UNDERTAKEN IN SAMPLE BLOCKS: VTs RESPONSE (MULTIPLE)</b>	<b>50</b>
<b>IV.4</b>	<b>TYPE OF EB ACTIVITIES UNDERTAKEN IN SAMPLE BLOCKS: MTs RESPONSE (MULTIPLE)</b>	<b>51</b>
<b>IV.5</b>	<b>TYPE OF EB ACTIVITIES UNDERTAKEN: KRP's RESPONSE (MULTIPLE)</b>	<b>53</b>
<b>V.1</b>	<b>CASTE AND SEX OF SAMPLE MTs: PRATAPGARH DISTRICT</b>	<b>61</b>
<b>V.2</b>	<b>SELECTION OF MTs BY DIFFERENT PERSONS: PRATAPGARH DISTRICT</b>	<b>63</b>

*Contd.....*

TABLE NO.	TITLE	PAGE NO.
<b>V.3</b>	MTs PRIOR EXPERIENCE OF ADULT EDUCATION: PRATAPGARH DISTRICT	<b>65</b>
<b>V.4</b>	MTs RESPONSE ABOUT THE ADEQUACY OF TRAINING: PRATAPGARH DISTRICT	<b>67</b>
<b>V.5</b>	ACTIVITIES OF MTs: PRATAPGARH DISTRICT	<b>68</b>
<b>V.6</b>	BLOCK/TOWN AREA WISE SEX AND CASTE OF SAMPLE VTs: PRATAPGARH DISTRICT	<b>70</b>
<b>V.7</b>	BLOCK/TOWN AREA WISE SEX AND AGE OF SAMPLE VTs: PRATAPGARH DISTRICT	<b>72</b>
<b>V.8</b>	BLOCK/TOWN AREA WISE SEX AND EDUCATION OF SAMPLE VTs: PRATAPGARH DISTRICT	<b>74</b>
<b>V.9</b>	BLOCK/TOWN AREA WISE SEX AND OCCUPATION OF SAMPLE VTs: PRATAPGARH DISTRICT	<b>75</b>
<b>V.10</b>	TRAINING OF VTs: PRATAPGARH DISTRICT	<b>77</b>
<b>V.11</b>	BLOCK/TOWN AREA WISE VTs RECEIVING MATERIALS DURING TRAINING: PRATAPGARH DISTRICT	<b>78</b>
<b>V.12</b>	BLOCK/TOWN AREA WISE VTs RESPONSE ABOUT THE REGULAR PRESENCE OF LEARNERS AT LCs	<b>80</b>
<b>V.13</b>	BLOCK/TOWN AREA WISE VTs REPORTING REASONS FOR IRREGULAR ATTENDANCE OF LEARNERS: PRATAPGARH DISTRICT	<b>81</b>
<b>V.14</b>	BLOCK/TOWN AREA WISE VTs MOTIVATED BY DIFFERENT PERSONS: PRATAPGARH DISTRICT	<b>83</b>

*Contd....*

TABLE NO.	TITLE	PAGE NO.
<b>V.15</b>	BLOCK/TOWN AREA WISE NUMBER OF VTs REPORTING VARIOUS DIFFICULTIES IN TLC: PRATAPGARH DISTRICT	<b>84</b>
<b>V.16</b>	BLOCK/TOWN AREA WISE VTs SUGGESTIONS FOR IMPROVEMENT IN TLC: PRATAPGARH DISTRICT	<b>85</b>
<b>VI.1</b>	BLOCK/TOWN AREA WISE VTs RESPONSE ABOUT TIMELY AND ADEQUATE DISTRIBUTION OF MATERIALS: PRATAPGARH DISTRICT	<b>89</b>
<b>VI.2</b>	BLOCK/TOWN AREA WISE VTs REPORTING SUPPLY OF DIFFERENT MATERIALS: PRATAPGARH DISTRICT	<b>90</b>
<b>VI.3</b>	BLOCK/TOWN AREA WISE MTs RESPONSE ABOUT DISTRIBUTION OF TEACHING/LEARNING AND OTHER MATERIALS: PRATAPGARH DISTRICT	<b>92</b>
<b>VI.4</b>	BLOCK/TOWN AREA WISE MTs REPORTING THEIR ACTIVITIES DURING SUPERVISION: PRATAPGARH DISTRICT	<b>96</b>
<b>VI.5</b>	BLOCK/TOWN AREA WISE SUGGESTIONS GIVEN TO VTs DURING SUPERVISION: VTs RESPONSE: PRATAPGARH DISTRICT	<b>97</b>
<b>VI.6</b>	DETAILS OF RECEIPT AND EXPENDITURE: ZSS, PRATAPGARH DISTRICT	<b>98</b>

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## **LIST OF ANNEXURES**

	<b>Page No .</b>
<b>ANNEXURE I</b> NUMBER OF TARGET LEARNERS IN SAMPLE GRAM-SABHAS ACCORDING TO CASTE GROUPS: PRATAPGARH DISTRICT	<b>118</b>
<b>ANNEXURE II</b> NUMBER OF ENROLLED LEARNERS IN SAMPLE GRAM-SABHAS ACCORDING TO CASTE GROUPS: PRATAPGARH DISTRICT	<b>119</b>
<b>ANNEXURE III</b> NUMBER OF TARGET AND ENROLLED LEARNERS IN SAMPLE WARDS OF TOWN AREAS ACCORDING TO CASTE GROUPS: PRATAPGARH DISTRICT	<b>120</b>



## **LIST OF ABBREVIATIONS**

<b>ADOs</b>	<b>ASSISTANT DEVELOPMENT OFFICERS</b>
<b>BDOs</b>	<b>BLOCK DEVELOPMENT OFFICERS</b>
<b>CDO</b>	<b>CHIEF DEVELOPMENT OFFICER</b>
<b>DAEO</b>	<b>DISTRICT ADULT EDUCATION OFFICER</b>
<b>DM</b>	<b>DISTRICT MAGISTRATE</b>
<b>EB</b>	<b>ENVIRONMENTAL BUILDING</b>
<b>GS</b>	<b>GRAM-SABHA</b>
<b>GSs</b>	<b>GRAM-SABHAS</b>
<b>KRPs</b>	<b>KEY RESOURCE PERSONS</b>
<b>MIS</b>	<b>MANAGEMENT INFORMATION SYSTEM</b>
<b>MT</b>	<b>MASTER TRAINER</b>
<b>MTs</b>	<b>MASTER TRAINERS</b>
<b>NGOs</b>	<b>NON-GOVERNMENTAL ORGANISATIONS</b>
<b>NLM</b>	<b>NATIONAL LITERACY MISSION</b>
<b>NP</b>	<b>NYAYA PANCHAYAT</b>

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<b>NPs</b>	<b>NYAYA PANCHAYATS</b>
<b>PLCs</b>	<b>POST-LITERACY CAMPAIGNS</b>
<b>SA</b>	<b>STATISTICAL ASSISTANT</b>
<b>SDAE</b>	<b>STATE DIRECTORATE OF ADULT EDUCATION</b>
<b>SDIs</b>	<b>SUB-DIVISIONAL INSPECTORS</b>
<b>SRC</b>	<b>STATE RESOURCE CENTRE</b>
<b>TAs</b>	<b>TEST ADMINISTRATORS</b>
<b>TLC</b>	<b>TOTAL LITERACY CAMPAIGN</b>
<b>TLCs</b>	<b>TOTAL LITERACY CAMPAIGNS</b>
<b>VAs</b>	<b>VOLUNTARY AGENCIES</b>
<b>VEC</b>	<b>VILLAGE EDUCATION COMMITTEE</b>
<b>VLs</b>	<b>VILLAGE LEADERS</b>
<b>VT</b>	<b>VOLUNTEER TEACHER</b>
<b>VTs</b>	<b>VOLUNTEER TEACHERS</b>
<b>ZSS</b>	<b>ZILA SAKSHARTA SAMITI</b>

## **CHAPTER I**

# **FRAMEWORK OF CONCURRENT EVALUATION OF TLC: PRATAPGARH DISTRICT**

### **1.1 INTRODUCTION:**

Literacy is of intrinsic importance in the life of human beings. It is universally known that illiterate population is a serious obstacle in the social and economic progress of a nation. An illiterate person is always surrounded by the vicious circle of ignorance which prevents him to take greater advantage of various policies and programmes initiated by the government for the upliftment of society. Therefore literacy is an instrument of empowerment and awareness generation. The benefits of literacy are supposed to accrue privately to the individual who becomes literate. These benefits are of intellectual or cognitive capabilities that literacy is said to generate and enhance. Once these capabilities are created, they are expected to act as a basis for certain changes in the behaviour and personality of the literate individual. Effects on the individual are linked to the aggregate benefits that mass literacy brings to society as a whole; to its productive capabilities and its culture and politics. It is believed that mass literacy can take a society to a new shape of development. With this objective, a National Adult Education Programme (NAEP) was initiated on 2 October, 1978 in the country. The progress under the programme was a mix of success and failure. Therefore to make this programme more effective and result oriented, the Government of

India constituted National Literacy Mission (NLM) on 5 May 1988 to place "Functional Literacy For All" through the Total Literacy Campaigns (TLCs).

## **1.2 TOTAL LITERACY CAMPAIGN (TLC):**

The National Literacy Mission (NLM) was launched in 1988 to impart Functional Literacy to around 80 million illiterate people in the age-group of 15-35 years by 1995. Subsequently, changes were made in the target to include 100 million peoples to be made literate in the same age group by the year 1991 and full literacy to be achieved by 2005.

In 1989, a voluntary agency, the Kerala Shastra Sahitya Parishad (KSSP) asked the NLM for financial assistance for a mass campaign in Ernakulam district, Kerala. Thus, the first Total Literacy Campaign (TLC) began in Ernakulam district on January 26, 1989, and from this experience was developed the 'Total Literacy Campaign model' for mass literacy. The Total Literacy Campaign has been conceived as a programme not of any particular department, but it depends on the collective cooperation of the government, non-government, social and institutional organisations.

Total Literacy Campaigns (TLCs) are Volunteer based programmes. An over-riding preference has been given to Voluntary Agencies (VAs) to take up area specific, time bound, cost effective and result oriented plans for eradication of illiteracy. The important projects in this programme are (i) Total Literacy Campaigns (TLCs), (ii) Post-Literacy Campaigns (PLCs) and (iii) Self-directed continuing education in the perspective of lifelong learning.

So far NLM has sanctioned 419 literacy projects which are being implemented in 427 districts. out of these, 187 districts have moved to the post literacy phase after successful completion of literacy phase.

The experience of the past few years shows that while the literacy campaigns have achieved remarkable success in several districts across the country, there have also been quite a few districts where the campaigns have floundered for a variety of reasons.

The Department of Education in the Ministry of Human Resource Development constituted in April 1993, a six member expert group under the chairmanship of Prof. Arun Ghosh, to undertake a status-cum-impact evaluation of literacy campaign, launched in different parts of the country. In addition to general recommendations, the expert group made special suggestions about monitoring and evaluation procedures. It specifically recommended that evaluation of literacy campaigns needs to be conducted not only with a credible methodology but also in the right spirit. The purpose was to provide an objective and reliable feed-back to local organisers about the present status of Campaigns, their strengths and weakness, so that remedial measures could be promptly taken. The group also suggested a broad framework for evaluation of Literacy Campaigns.

It is in this context that the National Literacy Mission decided, about two years ago, to introduce more meaningful and rigorous evaluation system keeping in view the need to facilitate and ensure effective implementation of literacy programmes. The new evaluation system introduced by the N.L.M. requires each TLC district to be subjected to concurrent evaluation in addition to final evaluation. Besides the self evaluation of learning outcomes of the enrolled learners has been built in each of the three primers.

### **1.3 WHAT IS CONCURRENT EVALUATION:**

The term Concurrent Evaluation is called 'formative or process' evaluation. Concurrent Evaluation of a programme, as the term implies, is the evaluation of all the activities undertaken to achieve programme objectives. Concurrent Evaluation focusses on various activities undertaken in the process of implementation of the programme such as survey, environment building, training etc. so as to detect bottlenecks, shortfalls and deficiencies and suggest corrective measures to ensure optimum efficiency. The information generated through this can be used for improving the health of the programme by focussing on mid-course correctives.

### **1.4 NEED OF CONCURRENT EVALUATION:**

The success or failure of the literacy programmes may be attributed to factors such as motivation of learners, environment building efforts, selection and training of functionaries, administration and supervision, conducting teaching/learning activities etc. In many cases, MIS remains weak. The only way to ascertain the effectiveness of activities or inputs essential for the attainment of the stated goal is to evaluate them during the process of implementation itself so that appropriate remedial measures can be taken at the right time. Thus, Concurrent Evaluation of activities becomes unavoidable and crucial in goal attainment.

### **1.5 OBJECTIVE OF CONCURRENT EVALUATION:**

- 1. To examine the operational strategies and implementation process in the context of approved plan of action and having regard to district-specific factors.**
- 2. To identify the strength and weakness of the project.**
- 3. To identify the factors responsible for such strengths and weaknesses.**
- 4. To suggest corrective and remedial measures.**

### **1.6 METHODOLOGY OF CONCURRENT EVALUATION:**

The National Literacy Mission (NLM) has designed the methodology of Concurrent Evaluation. Accordingly the Concurrent Evaluation of TLC programme in any district of the country is to be conducted in two stages. One is the First Stage Evaluation (FSE) and other is the Second Stage Evaluation (SSE). The focus of the First Stage Evaluation remains mainly on the processes or the activities. The following activities or processes are examined during the first stage evaluation:

- 1. Organisation and Management of ZSS.**
- 2. Environment Building and Survey activities.**
- 3. Selection and Training of Campaign Functionaries.**
- 4. Development of teaching/learning materials and teaching/learning phase.**

**5. Management Information System (MIS)**

**6. Finance and Involvement of S.D.A.E., S.R.C. etc.**

During the Second Stage of Concurrent Evaluation only the most crucial activity i.e, the status of teaching/learning is evaluated by testing the learners. A group of learners is selected as sample and designed test papers are administered. The sample size, as decided by the NLM, remains 2.5 per cent of the total enrolled learners or 2500 learners, not exceeding more than 3000 learners who have completed or almost completed Primer-II. The first as well as second stage of concurrent evaluation can be conducted even in a block of any TLC district. Such evaluation results may not reveal the realities of the campaign. In view of this, the NLM has recommended to select two villages from each block of the district with the condition that total number of sample blocks may not exceed ten (10). Thus, if in any TLC district, there are twenty blocks, then only ten (10) blocks are to be selected. In these ten (10) sample blocks, two (2) villages per block are to be selected for the study. Thus the NLM has recommended to select the following sample for Concurrent Evaluation of Total Literacy Campaign, strictly through random sampling:

1. Number of Blocks to be selected in a TLC district = [All [Maximum ten(10) blocks]
2. Number of villages/wards = 2 per block
3. Approximate Number of VTs, MTs and VLs to be interviewed = 200

The district of Pratapgarh is comprised of sixteen (16) development blocks. The TLC was launched in five (5) blocks in the first phase and eleven (11) blocks are being covered under the second phase. Following the



TABLE 1.1 : SAMPLE BLOCKS, NYAYA PANCHAYATS AND  
GRAM-SABHAS OF PRATAPGARH DISTRICT

BLOCK	NYAYA PANCHAYAT	GRAM SABHA	TARGET LEARNERS			ENROLLED LEARNERS		
			MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1. GAURA*	1. DELHUPUR	1. TAUKALPUR	108	176	284	108	176	284
	2. NARAYANPUR KALAN	2. DIGHWAT	69	217	286	64	222	286
2. PATTI*	1. RAMAIPUR - DISHNI	3. BAHUTA	39	175	214	39	175	214
	2. PATTI GRAMIN	4. SARSATPUR	95	101	196	95	101	196
3. LALGANJ	1. AMAWAN	5. AMAWAN	162	309	471	162	309	471
	2. MEDAWAN	6. KAITHOLA	71	239	310	13	37	50
4. MAN- DHATA	1. BHADOHI	7. BHADOHI	13	37	50	13	37	50
	2. MALHUPUR	8. MALHUPUR	12	62	74	12	62	74
5. SADAR	1. BANWARI KACHHI	9. PURERADU	830	700	1530	830	700	1530
	2. RAJGARH	10. RAJGARH	33	83	116	33	83	116
6. SANGIPUR	1. ASAWAN	11. DABHIYAR	53	62	115	53	62	115
	2. RAJAPUR	12. RAJAPUR	127	243	370	127	243	370
7. KALA- KANKAR	1. BADERA	13. JAJUPUR	156	277	433	156	277	433
	2. LAWANA	14. KHURHUJI	190	283	473	190	283	473
8. KUNDA	1. BHADARI	15. SHEKHPUR ASHIK	45	97	142	45	97	142
	2. AHIBARAN- PUR	16. MALAKARA- ZATPUR	102	318	420	102	318	420
9. BABA- GANJ	1. AENDHA	17. WAZIRPUR	72	220	292	72	220	292
	2. GOVIND- NAGAR	18. KHANWARI	84	114	198	84	114	198
10. VIHAR	1. BHITARA	19. KANUPUR	75	300	375	75	300	375
	2. PAWASI	20. UMARI KOTILA	162	337	499	162	337	499
		<b>TOTAL</b>	<b>2498</b>	<b>4350</b>	<b>6848</b>	<b>2493</b>	<b>4455</b>	<b>6848</b>

\* First Phase Blocks.

Source: Office of the Secretary, ZSS, Pratapgarh.

methodology recommended by NLM for Concurrent TLC evaluation, we arranged all the five (5) blocks of the district in alphabetical order where TLC was launched in the First Phase. In these five (5) blocks, two (2) blocks were selected as sample by using systematic proportionate random sampling technique. In the same way, all eleven blocks where TLC was launched in the Second Phase, were arranged and eight (8) blocks were selected. Thus, a total of ten (10) blocks were selected to be the sample of proposed evaluation. Now the NPs and GSSs were to be selected to reach at the ultimate unit of investigation. We selected two NPs from each sample block on the basis of methodology as applied in the selection of blocks. From each NP, one GS was selected randomly. In this way, a total of twenty (20) GSs were selected

**TABLE I.2 : SAMPLE TOWN AREA AND WARDS OF PRATAPGARH DISTRICT**

TOWN AREA	WARDS	TARGET LEARNERS			ENROLLED LEARNERS		
		Male	Female	Total	Male	Female	Total
1. MANIKPUR	1. SHAHBADUTTARI	63	74	137	48	54	102
	2. ADALPUR	13	95	108	10	56	66
2. ANTU	1. NEWADIYA	16	56	72	16	56	72
	2. ATHAGAWAN DUVAN	9	11	20	9	11	20
	<b>TOTAL</b>	<b>101</b>	<b>236</b>	<b>337</b>	<b>83</b>	<b>177</b>	<b>260</b>

Source: Office of the Secretary , ZSS, Pratapgarh.

as sample of the study. Apart from these, two town areas namely Manikpur and Antu were also selected to evaluate the campaign in urban areas of the district. From each of the two town areas, two wards were selected randomly. Thus, the blocks, NPs and GS selected for the study have been shown in Table I.1 and the sample town areas and their wards have been given in Table I.2.

In the above sample villages, MTs, VTs and VLs were interviewed on pre-set questions. The effort was made to cover as many TLC functionaries including BDOs and KRPs as could be possible. The following TLC functionaries of the district were interviewed.

**TABLE 1.3: SAMPLE TLC FUNCTIONARIES: PRATAPGARH DISTRICT**

<b>FUNCTIONARY</b>	<b>NUMBER</b>
1. VTs	135
2. MTs	33
3. KRPs	10
4. VLs	15
5. BDOs	7

The detailed discussions were held with the official functionaries. Some NGO activists, involved in the campaign, were also interviewed. Since the focus in the first stage of concurrent evaluation remains mainly on processes or activities, participatory approach was adopted all through the evaluation. Participation by TLC functionaries like DAEO, MTs, VTs, BDOs and KRPs enabled them to see the effectiveness of the activities. The background data of the TLC was obtained from the office of Secretary, ZSS, Pratapgarh.

### **1.7 DESIGNING AND ADMINISTRATION OF QUESTIONNAIRE:**

The questions were designed on the basis of guidelines recommended by the NLM. Guidance from the Directorate of Adult Education, Uttar Pradesh, Lucknow and SRC was also obtained in designing of questions. The TAs were sent to SRC, Lucknow to obtain complete guidance in schedule administration.

### **1.8 PRESENTATION OF REPORT:**

It has been our endeavour, as suggested by NLM, that the presentation of the first stage and second stage of concurrent evaluation should be precise and to the point. Only the evaluation of activities or processes of TLC has been presented in the first stage evaluation report and the teaching/learning outcomes have been dealt with in the second stage evaluation report.

## **CHAPTER II**

### **TOTAL LITERACY CAMPAIGN IN PRATAPGARH DISTRICT**

**The Total Literacy Campaign** was launched in March, 1994 in Pratapgarh district. It was launched in two phases. On the first phase, there are five blocks and on the other one there are eleven blocks which are under implementation. In this chapter, the existing status of campaign has been examined in order to assess the overall situation of the programme.

#### **2.1 LITERACY STATUS OF PRATAPGARH DISTRICT:**

The district Pratapgarh is located in the Eastern part of Uttar Pradesh. On the basis of social and economic indicators of development this district has been recognised as one of the backward districts of state. According to 1991 census, the literacy level has been found to be lower in the district. The district ranked on 36th position in total literacy among all the districts of state, 30th position in rural literacy, 26th position in male literacy and 44th position in female literacy. The percentage of illiterate population in the age group of 15-35 years in total population of 7 years plus constituted 19.10 per cent. The same proportion goes upto 26.82 per cent by considering the illiterates in the age group of 9-35 years. The dimension of the literacy problem in this

**TABLE II.1 : LITERACY STATUS OF PRATAPGARH  
DISTRICT: 1991 CENSUS**

<b>SL. NO.</b>	<b>PARTICULARS</b>	<b>RANK/PERCENTAGE</b>
1.	Rank of Pratapgarh District in Total Literacy	<b>36th position</b>
2.	Rank of Pratapgarh District in Male Literacy	<b>26th position</b>
3.	Rank of Pratapgarh District in Female Literacy	<b>44th position</b>
4.	Rank of Pratapgarh District in Rural Literacy	<b>30th position</b>
5.	Proportion of 15-35 years illiterates in total population of 7 years+	<b>19.10 per cent</b>
6.	Proportion of 9-35 years illiterates in total population of 7 years+	<b>26.82 per cent</b>
7.	Percentage of 7 years +, illiterates in total population of 7 years+	<b>59.60 per cent</b>

**NB: 1. Rank denotes the scale of 1 to 100 where 1 is the highest and 100 is the lowest literacy level.**

**2. The literacy rank of the Pratapgarh district has been examined among 63 districts of the Uttar Pradesh as given in 1991 census.**

**Sources: 1991 census.**

district becomes more evident when we notice that 59.60 per cent of total population in the age group of 7 years plus was found to be illiterate in 1991 census. Thus, around 60 per cent of the total population in the district which includes school-age population and adults were found to be illiterates. The seriousness of the situation does not require any further explanation rather it necessitates the launching of Total Literacy Campaign with utmost sincerity. The following Table II-1 shows the literacy scenario of the district as per 1991 census.

## **2.2 TOTAL LITERACY CAMPAIGN IN THE DISTRICT:**

### **2.2.1 CAMPAIGN DETAILS:**

The ZSS, Pratapgarh submitted a proposal to NLM in November, 1993 to launch TLC in the District. The NLM sanctioned the project in January, 1994 and the Campaign was launched since March 1994. It was launched under two phases in the district. The first phase covered five blocks namely Aaspur Devsara, Patti, Gaura, Shivgarh and Mangraura. In these blocks, the campaign was launched in March, 1994. It has been reported that learners have completed P-III in these blocks and revision of all the three Primers has been started. In the second phase there are eleven blocks which are Mandhata, Sangipur, Sadar, Laxmanpur, Vihar, Babaganj, Rampur Sangramgarh, Sandwa Chandrika, Laiganj, Kalakankar and Kunda. Teaching of P-II has been either completed or likely to be completed soon. The total

budget approved by NLM for campaign was Rs.250 lakhs in which NLM contributed Rs.166 lakhs and Rs.84 lakhs were provided by the state. So far NLM and state government have released Rs.125 lakhs and 62.49 lakhs respectively. The ZSS, Pratapgarh has made an expenditure of Rs.142.60 lakhs so far.

### **2.2.2 SURVEY:**

Survey for the identification of target learners (illiterates in the age-group of 15-35 years) was carried out in two phases. In the five blocks where TLC was launched in the first phase, the survey was conducted during June 94 to August 94. While in the remaining eleven blocks, survey was done in between April, 1996 to 15 June, 1996. It has been reported that the survey sheets are stored in the office of Sub-Divisional Inspectors (SDIs) and in some cases at the block headquarter. The number of learners identified through both these surveys are as given in Table II.2.



**TABLE II.2 : NUMBER OF LEARNERS IDENTIFIED:  
PRATAPGARH DISTRICT**

PHASE	TOTAL	MALE	FEMALE	SC	ST	MINORI- TIES
FIRST PHASE SURVEY	77762	15851	61911	22242	2	NA
SECOND PHASE SURVEY	199612	63428	136184	NA	NA	NA
TOTAL	277374	79279	198095	93642	NA	18557

NA : Data not available with ZSS.

Source: Office of the Secretary, ZSS, Pratapgarh.

**TABLE II.3 : BLOCKWISE NUMBER OF LEARNERS  
IDENTIFIED: PRATAPGARH DISTRICT**

SL.NO.	BLOCK/TOWN AREA/NAGAR PALIKA	NUMBER OF LEARNERS IDENTIFIED		
		MALE	FEMALE	TOTAL
	<b><u>BLOCKS</u></b>			
1	AASPUR	3398	15006	18404
	DEVSARA			
2	PATTI	2544	11107	13651
3	GAURA	2186	10046	12232
4	SHIVGARH	3146	11370	14516
5	MANGRAURA	4577	14382	18959
6	MANDHATA	3328	4000	7328
7	SANGIPUR	6913	14545	21458
8	SADAR	2510	8092	10602
9	LAXMANPUR	2521	8912	11433
10	VIHAR	8721	18232	26953
11	BABAGANJ	7001	15018	22019
12	RAMPUR	6833	12929	19762
	SAMGRAMGARH			
13	SANDWA	2816	9670	12486
	CHANDRIKA			
14	LALGANJ	5458	11660	17118
15	KALA KANKAR	6277	11641	17918
16	KundaKUNDA	8855	17313	26168
	<b>TOTAL</b>	<b>77084</b>	<b>193923</b>	<b>271007</b>
	<b><u>TOWN AREA</u></b>			
1	ANTU	55	303	358
2	MANIKPUR	256	636	872
3	KUNDA	617	1182	1799
4	KATRA	47	54	101
	MENDNIGANJ			
5	PRATAPGARH CITY	284	469	753
6	PATTI	205	495	700
	<b>TOTAL</b>	<b>1464</b>	<b>3139</b>	<b>4603</b>
	<b><u>NAGAR PALIKA</u></b>			
1	BELHA PRATAPGARH	635	1253	1888
	<b>GRAND TOTAL</b>	<b>79183</b>	<b>198315</b>	<b>277498</b>

Source: Office of the Secretary, ZSS, Pratapgarh.

The total number of learners identified under different caste groups through two surveys have been shown in Table II.2. However, ZSS, Pratapgarh has supplied block-wise data of learners identified during the two surveys. This data have two discrepancies. (i) ZSS did not maintain block-wise data in caste-groups. (ii) District aggregates and Block-wise totals do not tally with each other. However block-wise data as supplied by the ZSS have been shown in Table II.3.

### **2.2.3 LEARNERS ENROLLED:**

As per the data furnished by ZSS, Pratapgarh, a total of 2,44,870 target learners could be enrolled. The number of male and female learners were 88,127 and 1,56,743 respectively. The SC enrolled learners were 97,379 and enrolled learners belonging to minority community were 16,083. Thus, 88.31 per cent of total target learners, 79.12 per cent of total female target learners, and 86.67 per cent of total minority target learners could be enrolled for teaching by the ZSS. The number of enrolled male as well as SC learners exceeded by 8848 and 3737 respectively against their targets.

Here again in the case of number of enrolled learners, we feel that the data management at ZSS level is weak. The block-wise data of enrolled learners supplied by the ZSS did not match with the total number of enrolled learners in the district. It also lacks disaggregation in caste groups. The block-wise number of learners enrolled have been shown in Table II.4.

**TABLE II.4 : BLOCK-WISE NUMBER OF ENROLLED LEARNERS: PRATAPGARH DISTRICT**

<b>SL. BLOCK/TOWN AREA NO. NAGAR PALIKA</b>	<b>TOTAL ENROLLED LEARNERS</b>
<b><u>BLOCK</u></b>	
1. AASPUR DEVSARA	17760
2. PATTI	12841
3. GAURA	11978
4. SHIVGARH	12875
5. MANGRAURA	17275
6. MANDHATA	7328
7. SANGIPUR	17458
8. SADAR	6670
9. LAXMANPUR	10433
10. VIHAR	23012
11. BABAGANJ	20019
12. RAMPUR SANGRAMGARH	17829
13. SANDWA CHANDRIKA	12486
14. LALGANJ	13934
15. KALA KANKAR	15918
16. KUNDA	24396
<b>TOTAL</b>	<b>242212</b>
<b><u>TOWN AREA</u></b>	
1. ANTU	358
2. MANIKPUR	872
3. KUNDA	1134
4. KATRA MENDNIGANJ	91
5. PRATAPGARH CITY	642
6. PATTI	511
<b>TOTAL</b>	<b>3608</b>
<b><u>NAGAR PALIKA</u></b>	
1. BELHA PRATAPGARH	1888
<b>GRAND TOTAL</b>	<b>247708</b>

Source: Office of the Secretary, ZSS, Pratapgarh.

39245

## 2.2.4 LEARNERS PROGRESS:

The learners completed/completing different primers, as reported by ZSS, shows that the proportion of females completed/completing P-I, P-II and P-III in total female enrolled learners is found to be around 45 per cent which is

**TABLE II.5: NUMBER OF ENROLLED LEARNERS AND LEARNERS PROGRESS: PRATAPGARH DISTRICT**

PARTICULARS	NUMBER OF LEARNERS				
	Total	Male	Female	SC	Minority
1. Number of Enrolled learners	244870 (100.00)	88127 (100.00)	156743 (100.00)	97379 (100.00)	16083 (100.00)
2. Number of learners completed Primer-I	242225 (98.92)	86474 (98.12)	155751 (99.39)	89339 (91.74)	6487 (40.33)
3. Number of learners learning at Primer-II	137629 (56.20)	67533 (76.63)	70096 (44.72)	62926 (64.62)	6631 (41.23)
4. Number of learners dropped	2000 (0.82)	NA	NA	NA	NA

NB : 1. Figures in bracket indicate percentage.

2. NA : Data not available with ZSS.

Source: Office of the Secretary, ZSS, Pratapgarh.

the lowest among different groups next to minority community learners of whom only 41 per cent have completed or completing P-II. The percentages of male and total learners completed or completing different primers are higher as reflected from Table II.5. The data discrepancy appears to be here again. For instance the progress of learners, reported in the General Body meeting of ZSS on 2 April, 1998 is different from the information that ZSS has supplied to us. In view of this, a reliable analysis of the learners progress is becoming difficult.

### **2.2.5 VOLUNTEERS:**

The VT is the key functionary in TLC. The identification of required number of VTs is essential for the success of campaign. The ZSS, Pratapgarh reported that a total of 27595 VTs were identified and involved in campaign. The VT-learners ratio comes out to be 1:9 which is closer to NLM recommended norm of 1:10. The VT-learners ratio is evident to be similar across different blocks except in Sadar block where this ratio is lower than the district ratio. The ZSS did not have the details of volunteers profile as male-female and how many of them are students, teachers, social workers etc. The ZSS also reported that it provided (i) primers, (ii) pamphlets, (iii) posters, (iv) black board, chalk etc. (v) roll up board and (vi) VT guide. The Table II.6 shows the block-wise number of VTs and VT-learners ratio.

**TABLE II.6 : NUMBER OF VOLUNTEERS INVOLVED IN  
TLC: PRATAPGARH DISTRICT**

BLOCK	NUMBER OF VOLUNTEERS	VOLUNTEER-LEARNERS RATIO
1. AASPUR DEVSARA	1823	10
2. PATTI	1374	9
3. GAURA	1330	9
4. SHIVGARH	1304	10
5. MANGRAURA	1776	10
6. MANDHATA	733	10
7. SANGIPUR	2140	8
8. SADAR	1395	5
9. LAXMANPUR	1140	9
10. VIHAR	2700	9
11. BABAGANJ	2200	9
12. RAMPUR SAMGRAMGARH	1990	9
13. SANDWA CHANDRIKA	1285	10
14. LALGANJ	1715	8
15. KALAKANKAR	1890	8
16. KUNDA	2800	9
<b>TOTAL</b>	<b>27595</b>	<b>9</b>

Source: Office of the Secretary, ZSS, Pratapgarh.

### 2.2.6 MASTER TRAINERS:

The ZSS identified 2129 MTs for the TLC. It claims to have provided training to all these MTs and all of them are reported to be involved in the Campaign. We have calculated MT-VTs ratio. It comes out to be 1:13 at the aggregate level of the district which is roughly half of the NLM recommended ratio of 1:25-30. The block-wise data as given in Table II.7 shows that the number of MTs involved in TLC are quite lower in the blocks of Mandhata, Sadar and Laxmanpur. The ZSS has not maintained and provided MTs profile in terms of gender and occupational groups. The Table II.7 shows the block-wise number of MTs and MT-VTs ratio.



**TABLE II.7 : NUMBER OF MASTER TRAINERS  
INVOLVED IN TLC: PRATAPGARH  
DISTRICT**

BLOCK	NUMBER OF MASTER TRAINERS	MASTER TRAINER- VOLUNTEER RATIO
1. AASPUR DEVSARA	98	19
2. PATTI	90	15
3. GAURA	92	14
4. SHIVGARH	101	12
5. MANGRAURA	116	15
6. MANDHATA	182	4
7. SANGIPUR	130	16
8. SADAR	258	5
9. LAXMANPUR	114	10
10. VIHAR	140	19
11. BABAGANJ	130	17
12. RAMPUR SANGRAMGARH	114	17
13. SANDWA CHANDRIKA	132	9
14. LALGANJ	108	16
15. KALAKANKAR	148	13
16. KUNDA	176	16
<b>TOTAL</b>	<b>2129</b>	<b>13</b>

Source: Office of the Secretary, ZSS, Pratapgarh.

### **2.2.7 KEY RESOURCE PERSONS:**

The Secretary ZSS reported that according to estimate, there was a need of around 77 KRPs for TLC in the district. However, only 59 KRPs could be identified and trained. All of them were sent to SRC, Lucknow for training and they got involved in the training of MTs and VTs later on. The information furnished by ZSS indicates that around half of them are still involved in the TLC. The ZSS informed that it did not maintain break up data of male and female KRPs and it has no knowledge of KRPs training curriculum and materials supplied to these KRPs at SRC. The KRP-MTs ratio as worked out to be 1:36 in the district which is higher than the NLM recommended norm of around 1:25-36 .

### **2.2.8 FULL TIME FUNCTIONARIES:**

The ZSS, Pratapgarh did not estimate that how many full time functionaries would be required for TLC. It has, at present, 3 full time functionaries. The head of ZSS office is its secretary who is the District Adult Education Officer (DAEO). The other is the Statistical Assistant (SA) who maintains MIS. The third full time employee is a peon. Besides this, two daily wage clerks have been appointed and are working .

### **2.2.9 CAMPAIGN COMMITTEES:**

The General Body and Executive Committee are two important bodies of the ZSS to manage TLC. The representation given to different people in both these bodies is generally on the lines of NLM norms. Point to be noted here is that ZSS, Pratapgarh did not held the meeting of these bodies as recommended in the Government guidelines. So far, ZSS has called only 2 meetings of its general body and 13 meetings of Executive. Though it was mandatory to call a general body meet once in six months and once in each month of executive. The ZSS also did not furnish the information of gender-wise participation in both these bodies.

Besides, ZSS has also constituted three sub-committees and a core group. The Secretary of ZSS also informed that the Village Education Committees (VECs) already constituted in all the 1105 Gram Panchayats of district, have been actively involved in the TLC. The following is the structure of committees/sub-committees constituted by the ZSS, Pratapgarh.

**TABLE-II.8: STRUCTURE OF COMMITTEES/SUB-COMMITTEES: ZSS PRATAPGARH**

SL. NO.	COMMITTEES/ SUB - COMMITTEES	PRESIDENT	SECRETARY	NO. OF MEMBERS
<b>1. COMMITTEES</b>				
1.	GENERAL BODY	DISTRICT MAGISTRATE	CHIEF DEVELOPMENT OFFICER	101
2.	EXECUTIVE COMMITTEE	DISTRICT MAGISTRATE	DISTRICT ADULT EDUCATION OFFICER	27
<b>2. SUB-COMMITTEES</b>				
3.	MANAGEMENT, ADMINISTRATION AND FINANCE	DISTRICT MAGISTRATE	DISTRICT ADULT EDUCATION OFFICER	9
4.	ENVIRONMENT BUILDING AND TRAINING	PRINCIPAL, DISTRICT EDUCATION AND DISTRICT ADULT EDUCATION TRAINING INSTITUTE	DISTRICT ADULT EDUCATION OFFICER	10
5.	TEACHING, LEARNING AND EVALUATION	CHIEF DEVELOPMENT OFFICER	DISTRICT ECONOMICS AND STATISTICS OFFICER	9
6.	CORE GROUP	CHIEF DEVELOPMENT OFFICER	DISTRICT ADULT EDUCATION OFFICER	16

Source: Office of the Secretary, ZSS, Pratapgarh.

### 2.2.10 TEACHING/LEARNING MATERIALS:

The ZSS sponsored KRPs for training at SRC, Lucknow. Therefore, it has no information about the teaching/learning materials supplied to them. The ZSS reports to provide a set of three primers, one VT guide, one file cover and one writing pad to MTs and on the other hand one roll up board, one set of three primers, one training guide, chalk duster and one polythene bag were provided to VTs. All the three primers were developed and supplied by SRC, Lucknow. The ZSS bought and distributed the primers as under:

TABLE II.9: **PRIMERS BOUGHT AND DISTRIBUTED BY THE ZSS**

(Number)		
PRIMERS	BOUGHT	DISTRIBUTED
Primer - I	285000	285000
Primer - II	235000	235000
Primer - III	85000	85000

Source: Office of the Secretary, ZSS, Pratapgarh.

### **2.2.11 MANAGEMENT INFORMATION SYSTEM:**

The ZSS, Pratapgarh has reported that no mechanism to monitor the functioning of committees at various levels has been evolved. Similarly, there is no monitoring of the full time functionaries. Only in the meetings of General Body and Executive Committee, functional efficiency of various committees, sub-committees and functionaries is discussed and monitored.

The ZSS has developed two proformas for MIS to flow from learners to the district. The VTs fill up the MIS forms and hand over to MTs who compile it GS-wise and pass to SDIs. The SDIs compile the GS-wise data into NP-wise at block-level. This block level information is supplied to the ZSS. The reporting frequency is fortnightly. The ZSS has not evolved any mechanism to feed back information from ZSS to block and from block to village. It was reported that no specific training was provided to functionaries of the campaign for monitoring.

## **CHAPTER III**

### **ORGANISATION AND MANAGEMENT OF ZSS: PRATAPGARH DISTRICT**

The Government of U.P. issued an order No.974/15/13-92, dated 18th May, 1992 for the Constitution of ZSSs in the state. Accordingly the ZSS, Pratapgarh was registered as an autonomous society under the U.P. Societies Registration Act, 1860. It was accorded registration No.540/93-94 dated 7 December, 1993. At the time of registration, its General Body and Executive Committee were constituted. Six Sub-committees were also constituted to manage the TLC effectively. However, a decision was taken in the executive committee meeting, held on 28th February, 1996 to merge all the six sub-committees into three and a core group. In this chapter, we have examined the structure and management of various committees and sub-committees of the ZSS, Pratapgarh.

### **3.1 GENERAL BODY OF ZSS:**

The general body of the ZSS, Pratapgarh was constituted with the registration of ZSS. The details of general body as provided by the office of Secretary, ZSS, Pratapgarh indicated that the guidelines laid down in U.P. Government non-official letter No.974/15-13-92/(16)/92 dated 8th May, 1992 issued to all the District Magistrates of state for the Constitution of General Body of ZSS, were largely followed. Its membership seems to have been made comprehensive enough to have included all those who, in one way or other, could contribute in TLC programme. It is comprised of 101 members which includes 35 official and 66 non-official members. Gender-wise membership could not be available as many of its members are in their official capacity.

As per the U.P. Government guidelines, ZSS of all districts, is to hold the meeting of its general body at least once in six months. Its special meeting can be called at any time by its President who is the District Magistrate. The frequency of general body meetings of ZSS, Pratapgarh shows that till now only two meetings were organised: one on 29th November, 1994 in which only 15 members participated. Out of these, 11 members were official and 4 members were non-official. The other meeting was held recently on 2nd April, 1998 in which 35 members were present. Out of these, 16 members were in official capacity and 19 members were non-officials. Thus, the ZSS, Pratapgarh should have held at least 9 meetings of its general body from 1993 to July 1998 whereas only two meetings were organised. A review of the business transactions of the general body indicated that proper agenda were placed for discussion and decisions were arrived at with consensus.



### 3.2 EXECUTIVE COMMITTEE OF ZSS:

The executive committee of ZSS, Pratapgarh was constituted at the time ZSS was registered under the Societies Registration Act. The composition of executive committee shows that it has the membership of 27 persons in which

**TABLE III.1 : FREQUENCY OF ZSS EXECUTIVE MEETINGS:  
PRATAPGARH DISTRICT**

YEAR	MEETING DATES	NUMBER OF MEMBERS PRESENT	OFFICIAL MEMBERS PRESENT	NON-OFFICIAL MEMBERS PRESENT
1994	1. 11 JANUARY	20	15	5
1994	2. 30 MARCH	10	5	5
1994	1. 4 AUGUST	NA	NA	NA
1994	2. 7 OCTOBER	NA	NA	NA
1995	1. 31 MAY	7	5	2
1995	2. 25 JULY	9	7	2
1995	3. 31 OCTOBER	15	11	4
1996	4. 26 FEBRUARY	11	7	4
1996	1. 12 APRIL	NA	NA	NA
1996	2. 30 DECEMBER	11	8	3
1997	1. 28 APRIL	15	13	3
1997	2. 27 NOVEMBER	NA	NA	NA
1998	1. 15 APRIL	NA	NA	NA

NA : Not available with ZSS.

Source : Office of the Secretary, ZSS, Pratapgarh

15 members are in their official capacity and 12 members are non-official. The District Magistrate is its President. Its constitutional structure appears to be in accordance with the guidelines issued by the Government of Uttar Pradesh for the constitution of ZSS executives.

It is mandatory for all the ZSSs to hold the executive committee meetings once in every month. Even a special meeting may be called at any time with the consent of its President. However, the frequency of executive committee meetings of ZSS, Pratapgarh has hardly been according to the norms which is evident from the Table III.1.

The above table shows that (i) the frequency of meetings of ZSS, executive has been inadequate since the beginning of TLC in the district, (ii) the presence of its members in most of meetings remained low and (iii) the participation of official members as compared to non-official members remained relatively higher.

Despite the above, we find that the meetings were planned and organised. Agenda were properly drawn up and decisions were arrived at after discussion over the issues.

### **3.3 SUB-COMMITTEES:**

There is a provision in the constitution of ZSS, to constitute sub-committees for the effective control and successful implementation of TLC. The ZSS has to constitute the following sub-committees according to the government guidelines:

- 1. Environment Building Committee**
- 2. Teaching/Learning Materials Committee**
- 4. Monitoring Committee**
- 5. Finance Committee**
- 6. Administration Committee**
- 7. Block-level Committee**
- 8. Nyaya Panchayat Level Committee**
- 9. Village Level/Gram Shiksha Samiti**

The constitution of all the above sub-committees is very essential. The ZSS's were also given to understand that the constitution of village level committees is extremely necessary for the success of campaign. In the village-level committees, village elders and leaders, women, NGOs and any one who may contribute in campaign were to be associated with. The village committee members can easily and effectively monitor the functioning of centres, learners attendance and problems or any problem of the campaign at the village level.

The ZSS, Pratapgarh initially constituted six sub-committees. But later, a decision was taken to merge the six sub-committees into three and a core group. The important features of these sub-committees and core group, as reported to us, are as follows:

### **3.3.1 MANAGEMENT, ADMINISTRATION AND FINANCE SUB-COMMITTEE:**

This sub-committee is composed of 9 members in which 6 members are in their official and 3 are in their non-official capacity. It does not have representation from NPs, Blocks, villages and poorer sections of society who matter in TLC. It appears to be an official committee constituted to manage the administration and finance of the campaign. The ZSS could not held its meeting regularly as only 8 meetings were held so far. The Table III.2 shows, the detail of meetings of Management, Administration and Finance Sub-committee of ZSS, Pratapgarh.

**TABLE III.2: FREQUENCY OF MANAGEMENT, ADMINISTRATION  
AND FINANCE SUB-COMMITTEE MEETINGS: ZSS,  
PRATAPGARH**

YEAR	MEETING DATES	NUMBER OF MEMBERS PRESENT	OFFICIAL MEMBERS PRESENT	NON-OFFICIAL MEMBERS PRESENT
<b><u>FINANCE</u></b>				
1994	29 JANUARY	5	5	-
1994	30 APRIL	6	6	-
1994	31 MAY	4	4	-
1994	28 NOVEMBER	6	6	-
<b><u>MANAGEMENT ADMINISTRATION AND FINANCE</u></b>				
1996	16 MARCH	7	5	2
1996	30 DECEMBER	6	5	1
1997	27 NOVEMBER	5	4	1
1998	7 APRIL	NA	NA	NA

NA : Not available with ZSS

Source : Office of the Secretary, ZSS, Pratapgarh.

### 3.3.2 ENVIRONMENT BUILDING AND TRAINING

#### SUB-COMMITTEE:

The committee has ten members in which 6 members are official and 4 are non-official. The participation of women is not evident because all the members are in their official capacity. Village-level or block-level representation has not been given. Though, this committee is very important

**TABLE III.3: FREQUENCY OF ENVIRONMENT BUILDING AND TRAINING SUB-COMMITTEE MEETINGS: ZSS PRATAPGARH**

YEAR	MEETING DATES	NUMBER OF MEMBERS PRESENT	OFFICIAL MEMBERS PRESENT	NON-OFFICIAL MEMBERS PRESENT
ENVIRONMENT BUILDING				
1994	6 JULY	NA	NA	NA
ENVIRONMENT BUILDING AND TRAINING				
1997	11 NOVEMBER	6	6	NA
1998	7 APRIL	NA	NA	NA
TRAINING				
1994	30 APRIL	NA	NA	NA
1994	27 OCTOBER	5	1	4
1995	6 JULY	6	1	5
1997	11 JANUARY	8	4	4

NA : Not available with ZSS.

Source : Office of the Secretary, ZSS, Pratapgarh.

for the success of campaign, but in case of ZSS, Pratapgarh little attention seems to have been given in both Constitutional and operational terms. Only a limited number of seven meetings of this sub-committee were organised so far. It is to be noted here that ZSS held the first meeting this sub-committee on 6 July, 1995 while the campaign was launched in March, 1994. Table III.3, the detail of this sub-committee meetings have been shown:

### **3.3.3 TEACHING/LEARNING AND MONITORING/ EVALUATION SUB-COMMITTEE:**

This sub-committee has a total membership of 9 persons in which 6 members are official and 3 are non-official. Local-level representation is lacking. The frequency of meetings had been lower and intermittent. The ZSS held only one of its meeting during the year of launching of TLC in the district. The Table III.4 shows the frequency of meetings of this sub-committee with members participation.

### **3.3.4 CORE GROUP:**

A core group was to be constituted by each ZSS with the District Magistrate as its President. One official and one non-official members of all the six sub-committees and 2-3 non-official persons nominated by the District Magistrate are to be its members. Though it has limited membership, its role is

**TABLE III.4 : FREQUENCY OF TEACHING/LEARNING AND  
MONITORING/EVALUATION SUB-COMMITTEE  
MEETINGS: ZSS PRATAPGARH**

YEAR	DATE OF MEETINGS	NUMBER OF MEMBERS PRESENT	OFFICIAL MEMBERS PRESENT	NON-OFFICIAL MEMBERS PRESENT
TEACHING-LEARNING				
1994	11 JULY	3	1	2
TEACHING & MONITORING	LEARNING & EVALUATION			
1995	28 DECEMBER	5	5	-
1996	12 APRIL	NA	NA	NA
1997	26 NOVEMBER	6	6	-
1998	7 APRIL	NA	NA	NA

**NA : Not available with ZSS.**

**Source: Office of the Secretary, ZSS, Pratapgarh.**



**TABLE III.5 : FREQUENCY OF CORE GROUP MEETINGS: ZSS PRATAPGARH**

YEAR	MEETING DATE	NUMBER OF MEMBERS PRESENT	OFFICIAL MEMBERS PRESENT	NON-OFFICIAL MEMBERS PRESENT
1995	30 MAY	11	4	7
1995	22 DECEMBER	9	4	5
1996	MEETING POSTPONED			
1996	MEETING POSTPONED			
1996	MEETING POSTPONED			
1996	28 NOVEMBER	11	8	3
1996	28 DECEMBER	11	7	4
1997	26 NOVEMBER	11	10	1
1997	19 DECEMBER	10	6	4
1998	7 APRIL	7	4	3

Source: Office of the Secretary, ZSS, Pratapgarh.

important to maintain constant watch over the TLC in district. The ZSS, Pratapgarh has also constituted a core group with 8 official and 8 non-official members. It seems that members are competent to monitor the campaign effectively. However the ZSS could not organise its meeting with adequate time intervals. The participation of non-official members in most of its meetings is found to be relatively lower. In Table III.5, the frequency of core group meetings and participation of its members in these meetings have been shown:

### **3.4: BLOCK-LEVEL COMMITTEES:**

The ZSS was to constitute people's participatory committees at the block-level especially that of EB, training and monitoring. It has been reported to us that such committees were not set up exclusively for TLC; rather the previously existing committees were involved in the campaign. We also discussed with block officials about these committees. They revealed that block-level committees like education committee, which exist at block-level, are involved in the programme. Our research team has got the impression that block-committees may not have actively participated in EB, training and monitoring of TLC programme. Thus the role of block-level committees in TLC remained more on paper than in reality in the district.

### **3.5 VILLAGE EDUCATION COMMITTEES:**

All the gram-panchayats in state are said to have constituted Village Education Committees. With few exceptions, many of these committees have become dormant which is evident at gram panchayat level. Since ZSS, Pratapgarh reported to have associated these committees in TLC, their role appears not to be much effective. During our field visit, we did not observe any involvement of these committees in the campaign.

### **3.6 LEVEL OF PANCHAYATS INVOLVEMENT:**

We have observed that ZSS, Pratapgarh could not generate an effective awareness atmosphere for the demand of TLC programme among rural masses of the district. Our discussion with the Pradhans of sample gram-panchayats indicated that most of them are not aware of the volunteers and learners in their respective panchayats. In this way, the participation of village panchayats in TLC which was essential, could not be ensured by the ZSS. Some of them highlighted the problems of campaign and put forth their view points to make the programme more result oriented. We felt that in view of the existing weak linkage of panchayats with TLC, ZSS is to exclusively focus on involving the VPs in TLC. It was reported by many Pradhans that they have been re-encouraged to get involved in TLC after participating in recent meetings organised by the DM and CDO of the district at block levels.

### **3.7 FIELD VISITS BY FUNCTIONARIES:**

The District Adult Education Officer who is the Secretary of ZSS made few visits to the villages, held dialogue with functionaries and learners. The MTs kept in touch with VTs and learners. However, the KRPs have reported to be loosing touch with field functionaries and learners. The members of various committees of ZSS made very few visits to the field. But BDOs, SDIs and ADOs also did not visit to village as required in connection with the campaign. As a result an urgent need was felt that DAEO, other officials and member of various committees must maintain touch with the learners which is possible only when they visit field regularly.

### **3.8 ZSS SECRETARY:**

The secretary of ZSS, Pratapgarh is the District Adult Education Officer (DAEO). According to the U.P. Government Guidelines relating to the Constitution of ZSS, the DAEO is to be the Member-Secretary of the ZSS Executive. Hence the selection of DAEO, Pratapgarh as the Secretary ZSS is according to the Government norm. Mr. S.N. Sharma is the third DAEO and secretary ZSS since the launch of campaign. He is the key official who is managing the campaign and remained involved all through the implementation of TLC. He has good academic background with post-graduate qualification and have long experience of Adult Education Programme. The ZSS has entrusted him administrative and financial powers as mentioned in the constitution of ZSS. He seems to have complete comprehension about the status of TLC in the district of Pratapgarh. Mr. Sharma appears to be a competent officer to manage the TLC programme in the district. However, it is needed on the part of Mr. Sharma to be flexible and oriented towards district-specific needs of the TLC programme rather than viewing the TLC in NLM or government set guidelines.

## **CHAPTER IV**

### **ENVIRONMENT BUILDING AND SURVEY**

People's participation is must for the success of Total Literacy Campaign. To ensure it, there is always need to built an environment in favour of the campaign. On account of favourable environment, every section of the society whether illiterate or literate, rich or poor, women and Housewives, employed and unemployed becomes aware of the importance and need of literacy. The positive EB activities have three important features.

- (1) To ensure the participation of target persons and target groups.
- (2) To generate a demand for literacy.
- (3) To build a people's verdict in favour of literacy.

To achieve the above goals of EB, posters, stickers, hoardings, showing cinema slides, holding meetings and conventions, wall writing, acting plays, taking out processions and Kala Jathas are useful activities. The workshop of writers, poets and play writers should be held at the district level to develop scripts, songs and catchy slogans. 'Paidal Yatras' should be taken out. Village level meetings and workshops may be organised to develop songs and slogans in local parlance. Wall writings, door to door canvassing should be done by involving local youths. It is necessary to carry out all EB activities in greater depth in the villages.

With the effective EB activities, there is also a survey work to identify and list the target learners and campaign functionaries like, VT's, MTs, KRPs etc. Survey for TLC should be done from door to door and at one go. Local involvement of students, teachers, NGO's, Panchayats etc is needed for authentic TLC surveys.

In this chapter, evaluation of different EB activities undertaken by the ZSS, Pratapgarh has been carried out with a view to examine:

- (i) The role of different EB activities in terms of both impact and cost.
- (ii) The assessment of people's participation in EB activities, and,
- (iii) How far EB activities could arouse people's demand for Literacy and their participation in TLC programme of the district.

Besides, the strategy of survey applied, its role in spreading campaign information and authenticity of data collected have been examined.

## **4.1 EB ACTIVITIES OF ZSS:**

The information furnished by the ZSS, Pratapgarh shows that it has organised/sponsored a number of EB activities during TLC in the district. Extensive distribution of posters, banners, stickers etc., wall writings, organisation of meetings/conferences, workshops, exhibitions etc., advertisement regarding literacy and TLC in news papers, display of tableau

**TABLE IV.1: ENVIRONMENT BUILDING ACTIVITIES UNDERTAKEN AND  
AMOUNT SPENT: ZSS PRATAPGARH**

<b>TYPE OF EB ACTIVITIES</b>	<b>AMOUNT SPENT (Rs.)</b>	<b>PERCENTAGE</b>
1. Posters, Banners, etc.	813750.00	56.00
2. Wall writings	310963.50	21.39
3. Workshops, Exhibitions etc.	113786.00	7.83
4. Advertisement in News Papers	111190.20	7.65
5. Meetings, Conferences etc.	53550.00	3.68
6. Tableau on Independence Day	24270.00	1.67
7. Rallies	15231.00	1.05
8. Kala Jathas	8500.00	0.58
9. Photos and Videos	2200.00	0.15
<b>TOTAL</b>	<b>1453440.00</b>	<b>100.00</b>

Source: Office of the Secretary, ZSS, Pratapgarh.

on Independence Day, organisation of rallies and Kala Jathas have been the EB activities of ZSS. The ZSS spent an amount of Rs.14,53,440 on these activities. Thus, the total money spent on EB activities constituted 10.19 per cent of total amount spent by the ZSS on the TLC in district Pratapgarh. The Table IV.1 shows the EB activities of ZSS and the amount spent on these activities.

The type of EB activities undertaken/sponsored by the ZSS indicates that most of these were paid activities and people's participation/contribution appeared to be negligible. Even the rallies were organised with the financial support of ZSS, though the rallies could have been better organised with people's involvement with negligible cost. It also appeared from the information of ZSS that the EB activities were carried out largely in urban areas, tehsil and blocks levels rather than in villages.

However, we noticed that these EB activities were organised with recurring frequency during the campaign which may have resulted in sustained awareness generation for TLC among the people. How far all those who are involved in the Total Literacy Campaign could be aware of these EB activities, have been examined here in order to understand the effect of EB activities in people's awareness generation regarding literacy and TLC.

## **4.2 VT's AWARENESS OF EB ACTIVITIES:**



VT is the main functionary of the campaign. The success of TLC largely depends on VT's motivation and active participation. It was envisaged by the NLM that ZSSs will involve VTs in EB activities of the campaign. With this view, the sample VT's were enquired of their awareness regarding EB activities launched in their areas. They were also asked to respond about the type of EB activities undertaken.

Out of the total sample VT's, 87 per cent reported that EB activities were undertaken in their villages, while 13 per cent expressed their ignorance about EB activities. All the sample VT's of Kalakankar and Kunda blocks and town areas of Manikpur and Antu reported to be aware of the EB activities. Most of the VT's of Babaganj, Patti, Sangipur, Sadar, Vihar and Kunda reported to be aware of EB activities in their blocks. The EB works in Gaura, Lalganj and Mandhata blocks seems to have generated little awareness as 23 to 28 per cent of sample VT's of these blocks expressed their awareness of EB activities carried out in these blocks. The Table IV.2 shows block-wise VT's responses about their awareness of EB activities undertaken by ZSS in their blocks.

#### **4.3 VT's AWARENESS OF TYPE OF EB ACTIVITIES:**

The ZSS reported that a number of EB activities were undertaken in all the blocks. As explained earlier, most of the EB activities were funded by the ZSS. It was tried to assess that among different EB activities undertaken, how many are in the knowledge of VT's. The detail response, received has been placed in Table IV.3.

TABLE IV.2 : VTs RESPONSE OF EB ACTIVITIES

BLOCK/ TOWN AREA	VTs RESPONSE OF E B ACTIVITIES		
	Yes	No	Total
<b>BLOCK</b>			
1. GAURA	10 (76.92)	3 (23.08)	13 (100.00)
2. PATTI	12 (92.31)	1 (7.69)	13 (100.00)
3. LALGANJ	10 (71.43)	4 (28.51)	14 (100.00)
4. MANDHATA	5 (71.43)	2 (28.57)	7 (100.00)
5. SADAR	12 (85.71)	2 (14.29)	14 (100.00)
6. SANGIPUR	12 (100.00)	--	12 (100.00)
7. KALA- KANKAR	9 (100.00)	--	9 (100.00)
8. KUNDA	10 (83.33)	2 (16.67)	12 (100.00)
9. BABAGANJ	9 (90.00)	1 (10.00)	10 (100.00)
10. VIHAR	10 (83.33)	2 (16.67)	12 (100.00)
<b>TOTAL</b>	<b>9 (85.34)</b>	<b>17 (14.66)</b>	<b>116 (100.00)</b>
<b>TOWN AREA</b>			
1. MANIKPUR	9 (100.00)	--	9 (100.00)
2. ANTU	10 (100.00)	--	10 (100.00)
<b>TOTAL</b>	<b>19 (100.00)</b>	<b>--</b>	<b>19 (100.00)</b>
<b>GRAND TOTAL</b>	<b>118 (87.41)</b>	<b>17 (12.59)</b>	<b>135 (100.00)</b>

**NB:** 1. Percentages have been drawn from total sample VTs.

2. Figures in bracket indicate percentage.

**Source:** Based on Primary data

According to ZSS, distribution of posters, banners, stickers, etc. was the major EB activity on which ZSS spent around 56 per cent of total EB's expenditure. However, only 26 per cent of total sample VTs reported that they were aware of this EB activity and this EB activity emerged on 5th position among all EB activities in the knowledge scale of all EB activities of VT's. Wall writings were known to large number of VTs, followed by meetings, conferences, Kala Jathas and rallies. Thus, it reflected that those EB activities which were organised with people's cooperation or people's cooperation got involved automatically, were the most suitable EB activities in TLC programme. The block-wise response of VT's in this regards has been placed in Table IV.3 which also showed wall writings, Kala Jathas, rallies and meetings. Conferences etc. generated greater awareness among VT's associated with the campaign.

#### **4.4 MTs AWARENESS OF TYPE OF EB ACTIVITIES:**

The sample MTs were enquired of their awareness about the type of EB activities carried out by the ZSS. The response given by them was tabulated and placed in Table IV.4. It becomes evident from the table that 73 per cent of total sample MTs were aware of the wall writings followed by 67 per cent and 64 per cent MTs who knew that rallies and meetings/conferences were organised for EB of TLC. In most of the sample blocks and town areas, larger number of MTs were aware of the EB activities like wall writings, rallies, meetings/conferences, Kala Jathas etc. Therefore, it comes out again that those EB activities which are organised with people's support are more effective

TABLE IV.3 : TYPE OF EB ACTIVITIES UNDERTAKEN IN SAMPLE BLOCKS: VTs RESPONSE (MULTIPLE)

BLOCK/ TOWN AREA	Posters, Banners, stickers etc.	Wall Writings	Adver- tisement in News Papers	Meetings, Conferen- ces etc.	Tableau on Indepen- ce day	Rallies	Kala Jathas
<b>BLOCK</b>							
1. GAURA	2 (20.00)	6 (60.00)	1 (10.00)	2 (20.00)	4 (40.00)	3 (30.00)	4 (40.00)
2. PATTI	5 (41.67)	5 (41.67)	1 (8.33)	4 (33.33)	1 (8.33)	5 (41.67)	5 (41.67)
3. LAL- GANJ	3 (30.00)	7 (70.00)	2 (20.00)	2 (20.00)	3 (20.00)	2 (20.00)	4 (40.00)
4. MAN- DHATA	--	4 (80.00)	--	2 (40.00)	1 (20.00)	1 (20.00)	3 (60.00)
5. SADAR	3 (25.00)	7 (58.43)	--	7 (58.33)	2 (16.67)	7 (58.33)	4 (33.33)
6. SANGI- PUR	2 (16.67)	5 (41.67)	--	8 (66.67)	2 (16.67)	4 (33.33)	6 (50.00)
7. KALA- KANKAR	4 (44.44)	5 (55.55)	--	4 (44.44)	--	4 (44.44)	3 (33.33)
8. KUNDA	2 (20.00)	4 (40.00)	2 (20.00)	5 (50.00)	1 (10.00)	5 (50.00)	2 (20.00)
9. BABA- GANJ	1 (11.11)	5 (55.55)	2 (22.22)	3 (33.33)	2 (22.22)	2 (22.22)	4 (44.44)
10. VIHAR	--	6 (60.00)	1 (10.00)	8 (80.00)	--	--	3 (30.00)
<b>TOTAL</b>	<b>22 (22.22)</b>	<b>54 (54.54)</b>	<b>09 (9.09)</b>	<b>45 (45.45)</b>	<b>16 (16.16)</b>	<b>33 (33.33)</b>	<b>38 (38.38)</b>
<b>TOWN AREA</b>							
1. MANI- KPUR	4 (44.44)	6 (66.67)	3 (33.33)	7 (77.78)	--	5 (55.56)	3 (33.33)
2. ANTU	4 (40.00)	5 (50.00)	5 (50.00)	4 (40.00)	1 (10.00)	6 (60.00)	6 (60.00)
<b>TOTAL</b>	<b>8 (42.11)</b>	<b>11 (57.89)</b>	<b>8 (42.11)</b>	<b>11 (57.89)</b>	<b>1 (5.26)</b>	<b>11 (57.89)</b>	<b>9 (47.37)</b>
<b>GRAND TOTAL</b>	<b>30 (25.42)</b>	<b>65 (65.08)</b>	<b>17 (14.41)</b>	<b>56 (47.45)</b>	<b>17 (14.41)</b>	<b>44 (37.29)</b>	<b>47 (39.83)</b>

NB: Figures in bracket indicate percentage.

Source: Based on primary data.

TABLE IV.4 : TYPE OF EB ACTIVITIES UNDERTAKEN IN SAMPLE  
BLOCKS: MTs RESPONSE (MULTIPLE)

BLOCK/ TOWN AREA	NO. OF MT.	POST- ERS, BANNE- RS, STI- CKERS ETC.	WALL WRI- TINGS	ADVT. IN NEWS PAPERS	MEE- TINGS CONFE- RENCES ETC.	TABLAU ON INDE- PEN- DENCE DAY	RALLIES	KALA JATHAS	PHOTOS AND VIDEOS
<b>BLOCK</b>									
GAURA	3	-	2 (66.67)	-	2 (66.67)	-	3 (100.00)	2 (66.67)	-
PATTI	3	2 (66.67)	-	-	3 (100.00)	3 (100.00)	1 (33.33)	-	-
LAL- GANJ	2	2 (100.00)	1 (50.00)	-	2 (100.00)	-	1 (50.00)	1 (50.00)	-
MAN- DHATA	3	-	2 (66.67)	-	2 (66.67)	-	2 (66.67)	1 (33.33)	-
SADAR	3	1 (33.33)	3 (100.00)	-	2 (66.67)	1 (33.33)	2 (66.67)	1 (33.33)	-
SANGI- PUR	2	1 (50.00)	1 (50.00)	1 (50.00)	1 (50.00)	-	1 (50.00)	1 (50.00)	-
KALA- KANKAR	3	1 (50.00)	2 (100.00)	-	1 (50.00)	-	2 (100.00)	-	-
KUNDA	3	-	2 (66.67)	-	2 (66.67)	1 (33.33)	2 (66.67)	2 (66.67)	-
BAGA- GANJ	3	2 (66.67)	2 (66.67)	1 (33.33)	1 (33.33)	-	3 (100.00)	1 (33.33)	-
VIHAR	3	1 (33.33)	3 (100.00)	1 (33.33)	2 (66.67)	1 (33.33)	3 (100.00)	1 (33.33)	-
<b>TOTAL</b>	<b>27</b>	<b>10 (37.04)</b>	<b>18 (66.67)</b>	<b>3 (11.11)</b>	<b>18 (66.67)</b>	<b>6 (22.22)</b>	<b>20 (74.07)</b>	<b>10 (37.04)</b>	<b>-</b>
<b>TOWN AREA</b>									
MANIK- PUR	3	1 (33.33)	3 (100.00)	1 (33.33)	1 (33.33)	1 (33.33)	1 (33.33)	1 (33.33)	1 (33.33)
ANTU	3	1 (33.33)	3 (100.00)	1 (33.33)	2 (66.67)	1 (33.33)	1 (33.33)	1 (33.33)	1 (33.33)
<b>TOTAL</b>	<b>6</b>	<b>2 (33.33)</b>	<b>6 (100.00)</b>	<b>2 (33.33)</b>	<b>3 (50.00)</b>	<b>2 (33.33)</b>	<b>2 (33.33)</b>	<b>2 (33.33)</b>	<b>2 (33.33)</b>
<b>GRAND TOTAL</b>	<b>33</b>	<b>12 (36.36)</b>	<b>24 (72.73)</b>	<b>5 (15.15)</b>	<b>2 (63.64)</b>	<b>8 (24.24)</b>	<b>22 (66.67)</b>	<b>12 (36.36)</b>	<b>2 (6.06)</b>

NB: Figures in bracket indicate percentage.

Source: Based on Primary data.

activities for EB in TLC rather than those EB works which are paid and have limited access in masses like advertisement in newspapers etc.

#### **4.5 KRPs AWARENESS OF TYPE OF EB ACTIVITIES:**

Among the KRPs, 80 per cent knows of wall writings, 60 per cent of meetings/conferences and Kala Jatha and 50 per cent of rallies. Posters, banners, stickers and advertisement in news papers about TLC were known to only 20 per cent of all sample KRPs. Thus, the KRPs who are most informed functionaries in whole TLC programme could not have information about all the EB activities of ZSS. The KRPs awareness of different EB activities as reported by them has been presented in Table IV.5.

#### **4.6 LEARNERS AWARENESS OF EB ACTIVITIES:**

Learners are generally from poorer section of the society. They can be made aware of the importance of literacy and TLC through those EB activities which enlist their participation or through audio-visuals like Kala Jathas, Nukkad Nataks etc. We had indepth discussion with learners in all the ten sample blocks on how they could know or were motivated to learn under the TLC programme. Most of them across all the block, told us that they were encouraged by MTs, VTs, BDOs and SDIs to learn at the Centres run by VTs. Some learners of Mandhata and Lalganj blocks told us that rallies were

**TABLE IV.5 : TYPE OF EB ACTIVITIES UNDERTAKEN: KRPs  
RESPONSE (MULTIPLE)**

<b>ACTIVITIES</b>	<b>KRPs RESPONSE</b>
1. Posters, Banners, Stickers etc.	2 (20.00)
2. Wall writings	8 (80.00)
3. Advertisement in newspapers	2 (20.00)
4. MeetingsConferences	6 (60.00)
5. Tableau on Independenceday	3 (30.00)
6. Rallies	5 (50.00)
7. Kala Jathas	6 (60.00)

**NB :** Figures in brackets indicate percentage.

**Source:** Primary data based.

organised regarding TLC. Some learners of Sadar block told that they could know about literacy campaign through puppet shows, rallies etc.

What we have observed is that the entire EB activities undertaken by the ZSS has spread the message of TLC among masses across all the blocks of districts and those EB activities have been more effective which enlisted people's participation. It also got reflected that the organisation of EB activities with people's co-operation were not given due significance in environment building programme of the TLC in Pratapgarh district.

#### **4.7 SURVEY:**

Survey is one of the important aspects of the Total Literacy Campaign. Since TLC is a voluntary, area-specific and time-bound programme, therefore effective physical survey of the TLC area becomes essential. The survey is to be conducted with following objectives:

1. Identification of target group, VTs and MTs.
2. Listing of target group.
3. Identification of would be VTs. They can be students, teachers and educated persons.
4. Identification of available physical, education and cultural resources.
5. Matching and batching between target learners and VTs.
6. To verify the survey figures in the meeting of gram panchayat.



The survey should be conducted by the small group of 4-5 persons. Each group may collect information from 40-50 households. The survey team is supposed to visit each household personally not only to obtain family data, but to motivate the target groups to join TLC and thus generate a favourable environment for the demand of literacy. Surveyors Surveys should be given atleast one day training before the start of survey. The copy of the survey sheets should be stored at each level i.e., gram-panchayat block and ZSS.

#### **4.8 SURVEY: ZSS, PRATAPGARH:**

The TLC was implemented into two phases in the district. The survey for the first phase blocks was conducted during June, 1994 to August, 1994. The survey was conducted by the teachers of primary schools, who were given training in this regard on 6th of June, 1994 at block headquarters. The survey for the second phase blocks was carried out during April, 1996 to 15 June, 1996 by the primary school teachers. We observed that the responsibility of survey work was entrusted to all BDOs who, in turn, deputed SDIs. The SDIs finally commissioned the primary school teachers for the task. It was tried to check the authenticity of the survey but the survey sheets could not be available to us. The upkeep and storage of survey sheets appeared to be unsystematic. Even the BDOs and DAEO were unaware of the fact where the survey sheets have been kept. Despite this, we checked the genuineness of the survey through the VTs list and learners enrolled with them. Such exercise was carried out by the research team in each of the ten sample blocks. It was noticed that survey work was, by and large, authentic. The VT-learners ratio of 1:10, as recommended by the ZSS, generally existed at village level. However, it was observed by the research team that the quality of

matching and batching was found to be poor in most of the villages. Discussion with the learners, village elders and leaders revealed that the survey work also generated environment, to some extent, for adult literacy among the masses.

## **CHAPTER V**

### **SELECTION, TRAINING AND SUPPORT TO VOLUNTEERS**

The ZSS is an autonomous body in district which is responsible for the implementation of Total Literacy Campaign. It functions through its Committees/Sub-committees under the overall direction of its President who is the District Magistrate. Since the TLC is a volunteer based programme, the selection of motivated volunteers and their proper training become the crucial aspects in the successful implementation of campaign. According to the NLM guidelines, the following volunteers are to be selected and trained by the ZSS:

#### **5.1 KEY RESOURCE PERSONS (KRPs):**

The KRPs are selected at the district level. Persons with high qualification and motivation, endowed with leadership qualities and positive outlook and who can spare their time are suited to be the KRPs. These may be the retired Principals, teachers of higher educational institutions, social workers and other persons having similar qualities. The KRP-MT ratio of 1:25-30 has been recommended by the NLM. A nine-day training is needed to be imparted to all KRPs generally at SRCs. Later on the KRPs get involved in the training of MTs.

## **5.2 SELECTION OF KRPs BY THE ZSS:**

The ZSS, Pratapgarh has selected 59 KRPs. It selected these KRPs by two methods. (i) By identifying eligible persons and requesting them to be associated in TLC as KRP. (ii) It has also asked some organisations/institutions like district-level NGO's, NYK, Colleges etc. to nominate few of its members to be the KRP. The list of KRPs as furnished by the ZSS shows that the selection is good. The KRPs are well qualified and competent. Most of them are non-government officials associated with NGO's, colleges and social work. Around one-fourth of them are women. Our research team has talked to many KRPs. Most of them are aware of campaign strategy and eager to remain associated with the TLC till its end. The ZSS had adopted a good strategy in selection of KRPs by selecting them not only from urban areas but from accross all the sixteen blocks of the district. The profile of KRPs, which is evident from the sample KRPs, is as follows:

### **5.2.1 AGE, SEX, OCCUPATION AND TRAINING:**

The majority of KRPs are young within the age of 45 years. Around 40 per cent are females. Among the females, most of them are associated with NGOs followed by teachers in degree colleges. The majority of KRPs are social workers and teachers in government colleges. Twenty per cent have reported to be involved as KRP since May, 1994 and eighty per cent from December, 1996. All of them have received training at SRC, Lucknow of 5-7 days. All were trained by the Faculty of SRC, Lucknow and the officials of Directorate of Adult Education, Lucknow. All have reported to be satisfied with the training.

### **5.2.2 INVOLVEMENT IN TLC:**

The KRPs have reported to be involved in the training of MTs, participation/supervision of LCs and EB activities. They have given 3 days training to MTs at the block level. All of them were in view that MIS is not regularly maintained and the quality of materials distributed was inadequate in few blocks. The KRPs have expressed the views that (i) VTs should be paid some honorarium, (ii) VTs may be given preference in jobs and training like BTC and (iii) some basic facilities like kerosene oil should be provided to VTs to run the LCs.

### **5.3 MASTER TRAINERS (MTs):**

The selection of MTs are made at the block level. Workers of the voluntary organisations and the persons associated with informal education are given preference in the selection of MTs. The Main responsibility of MTs is to impart training to VTs. The NLM has recommended a MT-VTs ratio of 1:25-30. A nine-day training is also given to all MTs at the block level. Later on, these trained MTs provided training to VTs.

#### **5.3.1 SELECTION OF MTs BY ZSS:**

The ZSS, Pratapgarh has selected two MTs in every GS of the district. One MT is the male teacher of Government primary school and other is generally a lady of the same GS with qualification and interest in social work.

This was the uniform pattern adopted by ZSS in MTs selection across all the sixteen blocks of district. In this way, ZSS has selected 2139 MTs. Our research team has visited twenty sample GSS and discussed various aspects of TLC with MTs. We felt that the MTs who are primary school teachers were, by and large, motivated and eager to work for TLC. They have better understanding of the learners. It is the teacher MTs who knows about learners and managed MIS but his counterpart lady MTs or other MTs were generally found to be comparative less motivated though there were few exceptions.

### **5.3.2 MTs PROFILE:**

As already mentioned, the ZSS, Pratapgarh had selected two MTs for each GS of the district. One was the teacher in primary school and other was a local person generally female. We have selected twenty GSS spread in ten blocks and four wards of two town areas. In this way, there were 48 MTs in sample GSS and wards. Out of them 33 MTs were selected randomly to study the MTs profile and other aspects of TLC in the district. It became evident that out of total sample MTs, more than two-third were from the upper castes. The backward castes and schelduled castes MTs were 15 per cent and 10 per cent respectively. No selection of MTs was made from the minorities despite the fact that some GSS have sizeable mionority population. The proportion of upper caste MTs in total MTs was found to be relatively higher at block levels than in the town areas. In the sample blocks of Gaura, Patti, Lalganj, Mandhata, Sadar, Sangipur, Kunda, and Vihar and Manikpur town area there were no MTs who belonged to schelduled castes. Similarly in Gaura, Patti, Lalganj, Sadar, Sangipur, Kalakankar, Vihar blocks and Manikpur town area, the MTs of OBCs were not there. The male MTs were around 70 per cent and

TABLE V.1: CASTE AND SEX OF SAMPLE MTs: PRATAPGARH DISTRICT

BLOCK/TOWN AREA	SCHEDULED CASTES			OTHER BACK-WARD CASTES			MINORITIES			UPPER CASTES			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>BLOCK</b>															
1. GAURA	-	-	-	-	-	-	-	-	-	3	-	3	3	-	3
2. PATTI	-	-	-	-	-	-	-	-	-	-2	-1	3	-2	-1	3
3. LALGANJ	-	-	-	-	-	-	-	-	-	1	1	2	1	1	2
4. MANDHATA	-	-	-	1	-	1	-	-	-	1	1	2	2	1	3
5. SADAR	-	-	-	-	-	-	-	-	-	1	2	3	1	2	3
6. SANGIPUR	-	-	-	-	-	-	-	-	-	2	-	2	2	-	2
7. KALAKANKAR	1	-	1	-	-	-	-	-	-	1	-	1	2	-	2
8. KUNDA	-	-	-	1	-	1	-	-	-	1	1	2	2	1	3
9. BABAGANJ	1	-	1	1	-	1	-	-	-	1	-	1	3	-	3
10. VIHAR	-	-	-	-	-	-	-	-	-	2	1	3	2	1	3
<b>TOTAL</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>15</b>	<b>7</b>	<b>20</b>	<b>20</b>	<b>7</b>	<b>27</b>
	(10.00)		(7.41)	(15.00)		(11.11)				(75.00)	(100.00)	(81.48)	(100.00)	(100.00)	(100.00)
<b>TOWN AREA</b>															
1. MANIKPUR	-	-	-	-	-	-	-	-	-	2	1	3	2	1	3
2. ANTU	-	1	1	1	1	2	-	-	-	-	-	-	1	2	3
<b>TOTAL</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>6</b>
	(33.33)		(16.67)	(33.33)	(33.33)	(33.33)				(66.67)	(33.33)	(50.00)	(100.00)	(100.00)	(100.00)
<b>GRAND TOTAL</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17</b>	<b>8</b>	<b>25</b>	<b>23</b>	<b>10</b>	<b>33</b>
	(8.70)	(10.00)	(9.09)	(17.39)	(10.00)	(15.15)				(73.91)	(80.00)	(75.76)	(100.00)	(100.00)	(100.00)

NB: Figures in bracket indicate percentage.

Source: Based on Primary data.

30 per cent were females. The males percentages was relatively higher in rural areas in comparison with the urban areas of district. Our discussion with the sample MTs revealed that most of them were in the working age with intermediate qualification. Some of them were graduate also. In Table V.1 caste and sex-wise composition of sample MTs in sample blocks and town areas have been shown.

### **5.3.3 SELECTION OF MTs:**

The Sub-Divisional Inspectors (SDIs), of the education department were assigned the important task of identification and selection of MTs. Since the policy was to select one primary school teacher as MT, it was convenient on the part of SDIs to select them. In most cases, the SDIs themselves identified and selected motivated and active primary school teachers to be the MT. Sometimes SDIs asked the head masters of the primary schools to nominate one teacher to be the MT. The DAEO also selected some MTs. The response of sample MTs that how they were selected showed the similar selection pattern which reflects from the Table V.2. It became evident that 58 per cent of MTs were selected by the SDIs followed by 33 per cent and 9 per cent by the head masters of primary schools and DAEO respectively. None of the MTs reported that they were selected by the KRPs. In Sadar, Sangipur and Babaganj blocks, few MTs were selected by DAEO while in remaining blocks and town areas, selection of MTs was largely made by the SDIs and head masters. A similar pattern of selection is evident in case of both the male and female MTs.



**TABLE V.2 : SELECTION OF MTs BY DIFFERENT PERSONS:  
PRATAPGARH DISTRICT**

BLOCK/TOWN AREA	HEAD MASTERS			S.D.I.s			D.A.E.O.			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>BLOCK</b>												
GAURA	1	-	1	2	-	2	-	-	-	3	-	3
PATTI	-	1	1	2	-	2	-	-	-	2	1	3
LALGANJ	-	-	-	1	1	2	-	-	-	1	1	2
MANDHATA	1	1	2	1	-	1	-	-	-	2	1	3
SADAR	-	-	-	1	1	2	-	1	1	1	2	3
SANGIPUR	-	-	-	1	-	1	1	-	1	2	-	2
KALA- KANKAR	1	-	1	1	-	1	-	-	-	2	-	2
KUNDA	1	1	2	1	-	1	-	-	-	2	1	3
BABAGANJ	1	-	1	1	-	1	1	-	1	3	-	3
VIHAR	1	-	1	1	1	2	-	-	-	2	1	3
<b>TOTAL</b>	6	3	9	12	3	15	2	1	3	20	7	27
	(30.00)	(42.86)	(33.33)	(60.00)	(42.86)	(55.56)	(10.00)	(14.29)	(11.11)	(100.0)	(100.0)	(100.0)
<b>TOWN AREA</b>												
MANIKPUR	1	-	1	1	1	2	-	-	-	2	1	3
ANTU	-	1	1	1	1	2	-	-	-	1	2	3
<b>TOTAL</b>	1	1	2	2	2	4	-	-	-	3	3	6
	(33.33)	(33.33)	(33.33)	(66.67)	(66.67)	(66.67)				(100.0)	(100.0)	(100.0)
<b>GRAND TOTAL</b>	7	4	11	14	5	19	2	1	3	23	10	33
	(30.43)	(40.00)	(33.33)	(60.87)	(50.00)	(57.58)	(8.70)	(10.00)	(9.09)	(100.0)	(100.0)	(100.0)

NB : Figures in bracket indicate percentage.

Source : Based on Primary data.

### **5.3.5 MTs EXPERIENCE IN ADULT EDUCATION:**

The sample MTs were enquired of whether they have any previous working experience of adult education. The replies obtained from them have been shown in Table V.3. It is evident that 21 per cent of sample MTs had experience of adult education while 79 per cent reported to have no such experience. It reflected further that 22 per cent of all MTs at the block level reported to have previous experience of adult education in comparison with only 17 per cent of MTs of town areas.

### **5.3.6 TRAINING OF MTs:**

According to NLM guidelines, all MTs have to be given nine-day training at the block-level. The ZSS may also organise nine-day training programme in intervals. It may organise four-day training first. After that when P<sub>2</sub> and P<sub>3</sub> are to be started, then two-two days training may be held. In the last, one day training may be given in the evaluation of TLC and continuing education. In this way, ZSS may organise Nine-Day Training Programme of MTs.

In case of MTs of Pratapgarh district, ZSS organised only 3 days training. Though all MTs reported to have been trained by the KRPs, 85 per cent responded that the training was adequate. The 83 per cent MTs of the town areas informed about the adequacy of training in comparison with a slightly higher 85 per cent MTs of blocks. Some MTs of Gaura, Mandhata,

TABLE V.3: MTs PRIOR EXPERIENCE OF ADULT EDUCATION:  
PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	YES	NO	TOTAL
<b><u>BLOCK</u></b>			
1. GAURA	1	2	3
2. PATTI	-	3	3
3. LALGANJ	-	2	2
4. MANDHATA	-	3	3
5. SADAR	-	3	3
6. SANGIPUR	1	1	2
7. KALA- KANKAR	-	2	2
8. KUNDA	2	1	3
9. BABAGANJ	1	2	3
10. VIHAR	1	2	3
<b>TOTAL</b>	<b>6</b> <b>(22.22)</b>	<b>21</b> <b>(77.78)</b>	<b>27</b> <b>(100.00)</b>
<b><u>TOWN AREA</u></b>		-	
1. MANIKPUR	1	2	3
2. ANTU	-	3	3
<b>TOTAL</b>	<b>1</b> <b>(16.67)</b>	<b>5</b> <b>(83.33)</b>	<b>6</b> <b>(100.00)</b>
<b>GRAND TOTAL</b>	<b>7</b> <b>(21.21)</b>	<b>26</b> <b>(78.79)</b>	<b>33</b> <b>(100.00)</b>

NB: Figures in bracket indicate percentage.

Source: Based on primary data.

Kalakankar and Vihar blocks and Manikpur town area reported the inadequacy of training as shown in Table V.4.

### **5.3.6 ACTIVITIES OF MTs:**

The major tasks of MTs were to impart training to VTs, monitor LCs and distribute teaching/learning materials. These three activities were performed by all MTs in blocks as well as in town areas. Reporting the progress of TLC to SDIs and generate awareness for the campaign were the remaining two activities reported to be performed by all MTs of the town areas while 81 per cent and 85 per cent MTs of blocks and in the district respectively did these last two tasks as reflected from the Table V.5.

## **5.4 VOLUNTEERS (VTs)**

The VT is the key functionary in TLC programme. It is his dedication and motivation that can make the campaign successful. VTs are identified during the survey. A person with qualification of 8-11 standard, in the age group of 15-35 is eligible to be a VT. VTs are trained by MTs and a nine-day training programme of VTs has been recommended by the NLM. A VT learner ratio of 1:10 has also been recommended by the NLM.

TABLE V.4 : MTs RESPONSE ABOUT THE ADEQUACY OF  
TRAINING: PRATAPGARH DISTRICT

BLOCK/TOWN AREA	YES	NO	TOTAL
<b><u>BLOCK</u></b>			
1. GAURA	2	1	3
2. PATTI	3	-	3
3. LALGANJ	2	-	2
4. MANDHATA	2	1	3
5. SADAR	3	-	3
6. SANGIPUR	2	-	2
7. KALAKANKAR	2	-	2
8. KUNDA	2	1	3
9. BABABANJ	3	-	3
10. VIHAR	2	1	3
<b>TOTAL</b>	<b>23</b> <b>(85.19)</b>	<b>4</b> <b>(14.81)</b>	<b>27</b> <b>(100.00)</b>
<b><u>TOWN AREA</u></b>			
1. MANIKPUR	2	1	3
2. ANTU	3	-	3
<b>TOTAL</b>	<b>5</b> <b>(83.33)</b>	<b>1</b> <b>(16.67)</b>	<b>6</b> <b>(100.00)</b>
<b>GRAND TOTAL</b>	<b>28</b> <b>(84.85)</b>	<b>5</b> <b>(15.15)</b>	<b>33</b> <b>(100.00)</b>

N.B.: Figures in bracket indicate percentage.

Source: Based on primary data.

TABLE V.5 : ACTIVITIES OF MTs : PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	Training to VTs	Supervision of LCs	Distribution of Materials	Reporting to S.D.I.	Awareness Generation
<b><u>BLOCK</u></b>					
1. GAURA	3	3	3	3	1
2. PATHI	3	3	3	2	2
3. LALGANJ	2	2	2	2	2
4. MAN- DHATA	3	3	3	3	2
5. SADAR	3	3	3	2	3
6. SANGIPUR	2	2	2	2	2
7. KALAKAN- KAR	2	2	2	2	2
8. KUNDA	3	3	3	2	2
9. BABA- GANJ	3	3	3	2	2
10 VIHAR	3	3	3	2	2
<b>TOTAL</b>	<b>27</b> <b>(100.00)</b>	<b>27</b> <b>(100.00)</b>	<b>27</b> <b>(100.00)</b>	<b>22</b> <b>(81.48)</b>	<b>20</b> <b>(74.07)</b>
<b><u>TOWN AREA</u></b>					
1. MANIK- PUR	3	3	3	3	3
2. ANTU	3	3	3	3	3
<b>TOTAL</b>	<b>6</b> <b>(100.00)</b>	<b>6</b> <b>(100.00)</b>	<b>6</b> <b>(100.00)</b>	<b>6</b> <b>(100.00)</b>	<b>6</b> <b>(100.00)</b>
<b>GRAND TOTAL</b>	<b>33</b> <b>(100.00)</b>	<b>33</b> <b>(100.00)</b>	<b>33</b> <b>(100.00)</b>	<b>28</b> <b>(84.85)</b>	<b>26</b> <b>(78.79)</b>

NB: Figures in bracket indicate percentage.

Source: Based on primary data.

### **5.4.1 SELECTION OF VTs:**

The selection of VTs was made during the survey. A VT-learners ratio of 1:10 was maintained. The ZSS has reported that male VTs were qualified upto high school standard while female VTs were junior higher school. Out of the total VTs selected during the first phase, 76.07 per cent were given training during 8-10 April, 1996. The VTs identified during the second phase were trained on 27-28 February and 1 March, 1997. Since all the VTs could not be trained during this programme, another training was organised for remaining VTs of the second phase during 17, 18 and 19 March, 1997. The main profile of VTs as evident from the analysis of information relating to sample VTs is as follows:

### **5.4.2 SEX AND CASTE OF VTs:**

The data collected from the sample VTs showed that around 65 per cent VTs were males and remaining 35 per cent were females at the aggregate level of district. The proportion of male VTs was found to be much higher than female VTs in different caste groups except in case of VTs belonging to minorities. As far the caste classification of VTs was concerned, majority of them, i.e., roughly 58 per cent of the total VTs were from UCs at the district level. The OBC VTs were 25 per cent and 13 per cent VTs were from SCs. The minority VTs were only 4 per cent. The similar pattern of caste-wise break-up of VTs was evident at the block level. However in urban areas of the district, the upper caste VTs were 32 per cent in comparison with 47 per cent VTs of OBCs and 5 per cent of SCs. The minority VTs were 16 per cent. Our research team has also observed the predominance of UCs VTs in sample villages despite the fact that these villages had sizeable population and

TABLE V.6 : **BLOCK/TOWN AREAWISE SEX AND CASTE OF SAMPLE VTs:**  
**PRATAPGARH DISTRICT**

BLOCK/TOWN AREA	SCHEDULED CASTES			OTHER BACK- WARD CASTES			MINORITIES			UPPER CASTES			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>BLOCK</b>															
1. GAURA	2	-	2	1	-	1	2	-	2	8	-	8	13	-	13
2. PATTI	1	-	1	2	-	2	-	-	-	10	-	10	13	-	13
3. LALGANJ	2	1	3	-	1	1	-	-	-	6	4	10	8	6	14
4. MANDHATA	-	2	2	2	1	3	-	-	-	1	1	2	3	4	7
5. SADAR	1	-	1	-	1	1	-	-	-	5	7	12	6	8	14
6. SANGIPUR	-	-	-	-	-	-	-	1	1	10	1	11	10	2	12
7. KALAKANKAR	3	-	3	1	-	1	-	-	-	2	3	5	6	3	9
8. KUNDA	1	1	2	2	1	3	-	-	-	5	2	7	8	4	12
9. BABAGANJ	1	-	1	3	2	5	-	-	-	3	1	4	7	3	10
10. VIHAR	-	1	1	4	4	8	-	-	-	-	3	3	4	8	12
<b>TOTAL</b>	<b>11</b>	<b>5</b>		<b>15</b>	<b>10</b>	<b>25</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>50</b>	<b>22</b>	<b>72</b>	<b>78</b>	<b>38</b>	<b>116</b>
	(14.10)	(3.16)	(13.45)	(19.23)	(26.32)	(21.00)	(2.56)	(2.63)	(17.65)	(64.12)	(57.89)	(60.50)	(100.00)	(100.00)	(100.00)
<b>TOWN AREA</b>															
1. MANIKPUR	1	-	1	2	1	3	-	2	2	1	2	3	4	5	9
2. ANTU	-	-	-	3	3	6	-	1	1	3	-	3	6	4	10
<b>TOTAL</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>9</b>	<b>19</b>
	(10.00)		(5.26)	(50.00)	(44.44)	(47.37)		(33.33)	(15.79)	(40.00)	(22.23)	(31.58)	(100.00)	(100.00)	(100.00)
<b>GRAND TOTAL</b>	<b>12</b>	<b>5</b>	<b>17</b>	<b>20</b>	<b>14</b>		<b>2</b>	<b>4</b>	<b>6</b>	<b>54</b>	<b>24</b>	<b>78</b>	<b>88</b>	<b>47</b>	<b>135</b>
	(13.64)	(10.64)	(12.59)	(22.73)	(29.79)	(25.19)	(2.27)	(8.51)	(4.44)	(61.36)	(51.06)	(57.78)	(100.00)	(100.00)	(100.00)

NB: *Figures in bracket indicate percentage.*

Source: *Based on Primary data.*



educated persons of other castes. In Table V.6, block/town area-wise sex and caste of sample VTs have been shown.

### **5.4.3 AGE OF VTs:**

The VTs involved in the TLC of Pratapgarh district were mostly in the younger age-group. Around 77 per cent of total VTs were found to be in age of upto 30 years. At the combined level of all blocks, 76 per cent were in the age group of upto 30 years while in town areas 84 per cent VTs were in the same age-group. If we consider the age upto 40 years, it became evident that 96 per cent VTs in the district, 95 per cent in blocks and 100 per cent in town areas were found to be in this age group. The age of female VTs also indicated that mostly they were younger. The percentages of female VTs in the age-group of 15-20 years and 35-40 years in the district, 15-20 years, 20-25 years, 30-35 years and 35-40 years in blocks and in all age-groups in town areas were slightly higher than male VTs in these groups. The age-wise classification of sample VTs has been shown in Table V.7.

### **5.4.4 QUALIFICATIONS OF VTs:**

The VTs qualification pattern indicated that around 73 per cent in the district as a whole, 76 per cent in blocks and 63 per cent in town areas had qualification upto intermediate. The VTs with graduation were 37 per cent in urban areas in comparison with 22 per cent in blocks and 24 per cent in the district as a whole. The female VTs having qualification upto intermediate

TABLE V.7 : BLOCK/TOWN AREA WISE SEX AND AGE OF SAMPLE VTs:  
PRATAPGARH DISTRICT

	15-20 YEARS			20-25 YEARS			25-30 YEARS			30-35 YEARS			35-40 YEARS			40 YEARS +			TOTAL		
BLOCK/ TOWN AREA	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total
	male	male	male	male	male	male	male	male	male	male	male	male	male	male	male	male	male	male	male	male	male
<b>BLOCK</b>																					
1. GAURA	3	-	3	4	-	4	1	-	1	2	-	2	2	-	2	1	-	1	13	-	13
2. PATTI	2	-	2	4	-	4	6	-	6	-	-	-	-	-	-	1	-	1	13	-	13
3. LALGANJ	3	4	7	3	-	3	1	2	3	1	-	1	-	-	-	-	-	-	8	6	14
4. MAN-DHATA	-	-	-	-	-	-	1	-	1	-	2	2	-	1	1	2	1	3	3	4	7
5. SADAR	1	1	2	1	2	3	1	2	3	2	2	4	1	1	2	-	-	-	6	8	14
6. SANGIPUR	3	1	4	2	1	3	2	-	2	2	-	2	1	-	1	-	-	-	10	2	12
7. KALAKAN-KAR	3	1	4	-	-	-	3	2	5	-	-	-	-	-	-	-	-	-	6	3	9
8. KUNDA	1	1	2	2	1	3	4	2	6	1	-	1	-	-	-	-	-	-	8	4	12
9. BABA-GANJ	-	1	1	3	-	3	3	2	5	1	-	1	-	-	-	-	-	-	7	3	10
10. VIHAR	-	2	2	3	2	5	1	1	2	-	2	2	-	1	1	-	-	-	4	8	12
<b>TOTAL</b>	<b>16</b>	<b>11</b>	<b>27</b>	<b>22</b>	<b>6</b>	<b>28</b>	<b>23</b>	<b>11</b>	<b>34</b>	<b>9</b>	<b>6</b>	<b>15</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>78</b>	<b>38</b>	<b>116</b>
	(20.51)	(28.95)	(23.28)	(28.21)	(15.79)	(24.14)	(29.49)	(28.95)	(29.31)	(11.54)	(15.79)	(12.93)	(5.28)	(7.89)	(6.03)	(5.28)	(2.63)	(4.31)	(100.0)	(100.0)	(100.0)
<b>TOWN AREA</b>																					
1. MANIKPUR	-	2	2	1	2	3	1	1	2	2	-	2	-	-	-	-	-	-	4	5	9
2. ANTU	4	3	7	1	1	2	-	-	-	1	-	1	-	-	-	-	-	-	6	4	10
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>9</b>	<b>19</b>
	(40.00)	(55.56)	(47.37)	(20.00)	(33.33)	(26.32)	(10.00)	(11.11)	(10.53)	(30.00)		(15.79)							(100.0)	(100.0)	(100.0)
<b>GRAND TOTAL</b>	<b>20</b>	<b>16</b>	<b>36</b>	<b>24</b>	<b>9</b>	<b>33</b>	<b>24</b>	<b>12</b>	<b>36</b>	<b>12</b>	<b>6</b>	<b>18</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>88</b>	<b>47</b>	<b>135</b>
	(22.73)	(34.04)	(26.67)	(27.27)	(19.15)	(24.44)	(27.27)	(25.53)	(26.67)	(13.64)	(12.77)	(13.33)	(4.55)	(6.38)	(5.19)	(4.55)	(2.13)	(5.70)	(100.0)	(100.0)	(100.0)

NB : Figures in bracket indicate percentage.

Source : Based on primary data.

were relatively higher than male VTs with same qualification. The VTs of Gaura, Patti, Lalganj, Sangipur, Kalakankar, Kunda and Babaganj blocks were found to be better qualified than their counterparts in other blocks. In Table V.8, qualification pattern of VTs has been presented.

#### **5.4.5 OCCUPATION OF VTs:**

The occupational pattern of VTs of the district indicated that 29 per cent remained involved in agriculture, 29 per cent were housewives, 24 per cent were students and remaining 18 per cent were doing various labour jobs, service and business. The similar trend was evident at the blocks level. However, in town areas, more than half of the total VTs were students and next 32 per cent of them were housewives. The female VTs were mostly housewives and around 17 per cent of them were students. The occupational pattern of VTs across different blocks and town areas reflected to be more or less similar as evident from the Table V.9.

#### **5.4.6 TRAINING OF VTs:**

ZSS, Pratapgarh organised three days training programme of VTs at the Nyaya Panchayat level though the training of VTs should have been of nine days. The VTs have reported that 87 per cent of them got training and remaining 13 per cent did not get training. The percentage of VTs who received training was 95 in town areas in comparison with 85 at the block level. Out of those who got training, 79 per cent felt that training was sufficient while 21 per cent felt that it remained inadequate. The percentage of trained VTs

TABLE V.8 : BLOCK/TOWN AREA WISE SEX AND EDUCATION OF SAMPLE VTs:  
PRATAPGRH DISTRICT

BLOCK/TOWN AREA	JUNIOR HIGH SCHOOL			HIGH SCHOOL			INTERMEDIAT			GRADUATE			POSTGRADUAT			TOTAL		
	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total	Male	Fe-	Total
			male															
<b>BLOCK</b>																		
1. GAURA	-	-	-	4	-	4	4	-	4	4	-	4	1	-	1	13	-	13
2. PATTI	-	-	-	5	-	5	4	-	4	2	-	2	2	-	2	13	-	13
3. LALGANJ	-	2	2	2	3	5	3	-	3	2	1	3	1	-	1	8	6	14
4. MANDHATA	-	3	3	2	-	2	1	1	2	-	-	-	-	-	-	3	4	7
5. SADAR	-	4	4	5	2	7	1	2	3	-	-	-	-	-	-	6	8	14
6. SANGIPUR	-	1	1	-	1	1	2	-	2	8	-	8	-	-	-	10	2	12
7. KALA-KANKAR	-	-	-	2	2	4	1	1	2	3	-	3	-	-	-	6	3	9
8. KUNDA	-	-	-	2	-	2	5	3	8	1	1	2	-	-	-	8	4	12
9. BABAGANJ	-	1	1	-	1	1	4	1	5	3	-	3	-	-	-	7	3	10
10. VIHAR	-	3	3	1	4	5	2	1	3	1	-	1	-	-	-	4	8	12
<b>TOTAL</b>	-	14	14	23	13	36	27	9	36	24	2	26	4	-	4	78	38	116
	(36.84)	(13.79)		(29.49)	(34.21)	(31.03)	(34.62)	(23.68)	(81.03)	(30.77)	(5.26)	(22.41)	(5.13)		(3.45)	(100.0)	(100.0)	(100.0)
<b>TOWN AREA</b>																		
1. MANIKPUR	-	-	-	1	4	5	-	-	-	3	1	4	-	-	-	4	5	9
2. ANTU	-	1	1	-	2	2	3	1	4	3	-	3	-	-	-	6	4	10
<b>TOTAL</b>	-	1	1	1	6	7	3	1	4	6	1	7	-	-	-	10	9	19
	(11.11)	(5.26)		(10.00)	(66.67)	(36.84)	(30.00)	(11.11)	(21.05)	(60.00)	(11.11)	(36.84)				(100.0)	(100.0)	(100.0)
<b>GRAND TOTAL</b>	-	15	15	24	19	43	30	10	40	30	3	33	4	-	4	88	47	135
	(31.91)			(27.27)	(40.43)	(31.85)	(34.09)	(21.28)	(29.83)	(34.09)	(6.38)	(24.44)	(4.55)		(2.96)	(100.0)	(100.0)	(100.0)

NB : Figures in bracket indicate percentage.

Source : Based on primary data.

TABLE V.9 : BLOCK/TOWN AREA WISE SEX AND OCCUAPTION OF SAMPLE VTs:  
PRATAPGARH DISTRIST

BLOCK/ TOWN AREA	AGRICU- TURE	LABOUR	SERVICE	BUSINESS	STUDENT	HOUSEWIFE	TOTAL
<b>BLOCK</b>							
1. GAURA	9 - 9	- - -	1 - 1	- - -	3 - 3	- - -	13 - 13
2. PATTI	2 - 2	4 - 4	2 - 2	2 - 2	3 - 3	- - -	13 - 13
3. LALGANJ	2 - 2	1 - 1	- - -	- - -	5 2 7	- 4 4	8 6 14
4. MAN- DHATA	1 - 1	- - -	1 - 1	1 - 1	- - -	- 4 4	3 4 7
5. SADAR	4 - 4	1 - 1	- - -	- - -	1 - 1	- 8 8	6 8 14
6. SANGIPUR	3 - 3	- - -	1 - 1	4 - 4	2 - 2	- 2 2	10 2 12
7. KALA- KANKAR	2 - 2	1 - 1	1 - 1	- - -	2 1 3	- 2 2	6 3 9
8. KUNDA	8 - 8	- - -	- - -	- - -	- 1 1	- 3 3	8 4 12
9. BABA- GANJ	4 - 4	1 - 1	- - -	- - -	2 1 3	- 2 2	7 3 10
10. VIHAR	2 - 2	1 - 1	1 - 1	- - -	- - -	- 8 8	4 8 12
<b>TOTAL</b>	<b>37 - 37</b> (47.44) (31.00)	<b>9 - 9</b> (11.53) (7.76)	<b>7 - 7</b> (8.97) (6.03)	<b>7 - 7</b> (8.97) (6.03)	<b>18 5 23</b> (23.08) (13.16) (19.83)	<b>- 33 33</b> (86.84) (28.45)	<b>78 38 116</b> (100.0) (100.0) (100.0)
<b>TOWN AREA</b>							
1. MANIKPUR	2 - 2	- - -	- - -	- - -	2 1 3	- - 4	4 5 9
2. ANTU	- - -	- - -	- - -	1 - 1	5 2 7	- 2 2	6 4 10
<b>TOTAL</b>	<b>2 - 2</b> (20.00) (10.53)	<b>- - -</b>	<b>- - -</b>	<b>1 - 1</b> (10.00) (6.26)	<b>7 3 10</b> (70.00) (23.33) (62.63)	<b>- 6 6</b> (66.67) (31.58)	<b>10 9 19</b> (100.0) (100.0) (100.0)
<b>GRAND TOTAL</b>	<b>39 - 39</b> (44.32) (28.80)	<b>9 - 9</b> (10.23) (6.66)	<b>7 - 7</b> (7.95) (5.19)	<b>8 - 8</b> (9.09) (5.93)	<b>25 8 33</b> (28.41) (17.02) (24.44)	<b>- 39 39</b> (82.98) (28.39)	<b>88 47 135</b> (100.0) (100.0) (100.0)

NB : Figures in bracket indicate percentage.

Source : Based on primary data.

who felt that training imparted to them was insufficient remained higher at the block level i.e., 80 per cent as against 78 per cent in the town areas. The Table V.10 shows block-wise VTs trained and VTs response about the sufficiency of training.

#### **5.4.7 MATERIALS GIVEN TO VTs DURING TRAINING:**

The ZSS provided all three primers, VT guide, VT to learners booklet, how to teach primers, roll up board, MIS proforma and other materials like chalk, duster etc., to VTs during their training. All these materials were supposed to be provided to each VT. However our sample VTs reported that 93 per cent of them got P-I, 59 per cent P-II and 16 per cent P-III. As Table V.11 reflected that around half of the VTs reported to have received remaining materials. The situation in this regard remained more or less similar in blocks and town areas.

#### **5.4.8 REGULAR PRESENCE OF LEARNERS AT LCs:**

The VTs have reported that they were asked to enroll ten learners and generally ten learners were enrolled by them. The VTs were asked to respond that the enrolled learners remained regular or not in attending centres. The response received from them was tabulated and placed in Table V.12. It became evident that only 13 per cent VTs reported that learners remained regular in attending centres in the district and remaining 87 per cent VTs expressed the view that learners remained irregular. The situation at the block level resembled with the overall situation of the district. However in town

TABALE V.10 : TRAINING OF VTS: PRATAPGARH DISTRICT

BLOCK/TOWN AREA	TRAINING RECEIVED			TRAINING WAS SUFFICIENT		
	YES	NO	TOTAL	YES	NO	TOTAL
<b>BLOCK</b>						
1. GAURA	9	4	13	7	2	9
2. PATTI	8	5	13	6	2	8
3. LALGANJ	13	1	14	12	1	13
4. MANDHATA	6	1	7	6	-	6
5. SADAR	11	3	14	10	1	11
6. SANGIPUR	12	-	12	9	3	12
7. KALAKANKAR	8	1	9	6	2	8
8. KUNDA	11	1	12	9	2	11
9. BABAGANJ	10	-	10	6	4	10
10. VIHAR	11	1	12	8	3	11
<b>TOTAL</b>	<b>99</b>	<b>17</b>	<b>116</b>	<b>79</b>	<b>20</b>	<b>99</b>
	(85.34)	(14.66)	(100.00)	(79.80)	(20.20)	(100.00)
<b>TOWN AREA</b>						
1. MANIKPUR	9	-	9	7	2	9
2. ANTU	9	1	10	7	2	9
<b>TOTAL</b>	<b>18</b>	<b>1</b>	<b>19</b>	<b>14</b>	<b>4</b>	<b>18</b>
	(94.74)	(5.26)	(100.00)	(77.78)	(22.22)	(100.00)
<b>GRAND TOTAL</b>	<b>117</b>	<b>18</b>	<b>135</b>	<b>93</b>	<b>24</b>	<b>117</b>
	(86.67)	(13.33)	(100.00)	(79.49)	(20.51)	(100.00)

NB : Figures in bracket indicate percentage.

Source : Based on primary data.

TABLE V.11 : BLOCK/TOWN AREA WISE VTs RECEIVING MATERIALS DURING TRAINING: PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	Primer I	Primer II	Primer III	V.T. guide	V.T. to learners	How to teach Primer	Roll up Board	MIS Proforma	Others (chalk, duster etc.)
<b>BLOCK</b>									
1. GAURA	13	10	10	6	7	8	10	-	8
2. PATTI	13	9	12	8	7	6	13	3	5
3. LAL- GANJ	13	6	-	7	7	8	14	8	5
4. MAN- DHATA	6	3	-	2	4	5	6	3	5
5. SADAR	12	7	-	6	5	6	9	6	9
6. SAN- GIPUR	11	8	-	7	8	5	6	5	6
7. KALA- KANKAR	8	5	-	6	4	4	6	3	6
8. KUNDA	10	7	-	7	4	3	2	6	8
9. BABA- GANJ	10	5	-	4	3	2	6	7	4
10. VIHAR	11	7	-	7	3	10	6	4	5
<b>TOTAL</b>	<b>107</b> (92.24)	<b>67</b> (57.76)	<b>22</b> (18.97)	<b>60</b> (51.72)	<b>53</b> (45.69)	<b>57</b> (49.14)	<b>78</b> (67.24)	<b>45</b> (38.79)	<b>60</b> (51.72)
<b>TOWN AREA</b>									
1. MANIK- PUR	9	6	-	6	5	3	4	8	7
2. ANTU	10	6	-	6	3	7	8	5	3
<b>TOTAL</b>	<b>19</b> (73.68)	<b>12</b> (63.16)	<b>-</b>	<b>12</b> (63.16)	<b>8</b> (42.11)	<b>10</b> (52.63)	<b>12</b> (63.16)	<b>13</b> (68.42)	<b>10</b> (52.63)
<b>GRAND TOTAL</b>	<b>126</b> (93.33)	<b>79</b> (58.52)	<b>22</b> (16.30)	<b>72</b> (53.33)	<b>61</b> (45.19)	<b>67</b> (49.63)	<b>90</b> (66.67)	<b>58</b> (42.96)	<b>70</b> (51.85)

NB : Figures in bracket indicate percentage.

Source : Based on primary data.



areas, the regular attendance of learners at LCs was reported by only 5 per cent of VTs and 95 per cent said that learners remained irregular. The VTs were further asked as to why learners remained irregular. The replies given by VTs were tabulated and shown in Table V.13. It reflected from the table that lack of interest on the part of learners in learning was the prime cause of irregular attendance. The other major reasons were the (i) business in work, lack of motivation, hesitation and insufficient arrangements at LCs. The caste discrimination was also one of the important reasons for irregular attendance at LCs because 27 per cent VTs in the district as a whole, 16 per cent in town areas and 29 per cent in blocks attributed the caste factor as a reason. Though some more reasons were given by VTs as reflected from the Table V.13 but the prime reasons highlighted the insufficient impact of EB activities of ZSS which could generate a limited motivation in learners to come forward to join LCs regularly.

#### **5.4.9 SUPPORT TO VTs IN TLC:**

The VTs have reported that they were generally supervised by the MTs. The MTs guided VTs in teaching methods and discussed other problems. Our research team had investigated the role of VEC and VLs in TLC. The role of VEC and VLs had been found to be not much effective. It is our view that VTs received little guidance from others except MTs. The role of community and local administration in boosting the spirit of VTs and providing encouragement to them appeared to be little effective.

**TABLE V.12 : BLOCK/TOWN AREA-WISE VTs RESPONSE ABOUT THE  
REGULAR PRESENCE OF LEARNERS AT LCs**

BLOCK/TOWN AREA	YES	NO	TOTAL
<b>BLOCK</b>			
1. GAURA	4	9	13
2. PATTI	-5	8	13
3. LALGANJ	1	13	14
4. MANDHATA	1	6	7
5. SADAR	3	11	14
6. SANGIPUR	-	12	12
7. KALAKANKAR	1	8	9
8. KUNDA	1	11	12
9. BABAGANJ	-	10	10
10. VIHAR	1	11	12
<b>TOTAL</b>	<b>17</b> <b>(14.66)</b>	<b>99</b> <b>(85.34)</b>	<b>116</b> <b>(100.00)</b>
<b>TOWN AREA</b>			
1. MANIKPUR	-	9	9
2. . ANTU	1	9	10
<b>TOTAL</b>	<b>1</b> <b>(5.26)</b>	<b>18</b> <b>(94.73)</b>	<b>19</b> <b>(100.00)</b>
<b>GRAND TOTAL</b>	<b>18</b> <b>(13.33)</b>	<b>117</b> <b>(86.67)</b>	<b>135</b> <b>(100.00)</b>

NB : Figures in bracket indicate percentage.

Source : Based on primary data.

**TABLE V.13: BLOCK/TOWN AREA WISE VTs REPORTING REASONS FOR IRREGULAR ATTENDANCE OF LEARNERS: PRATAPGARH DISTRICT**

BLOCK/ TOWN AREA	Primers are Difficult	Teaching Time not suited	Busy in work	Inappro- priate arrange- ment at Centres	Hesi- tation	Caste discri- mination	Teaching Inappro- priate	Lack of Interest	Social Con- straint	Lack of Motiva- tion
<b>BLOCK</b>										
1. GAURA	2	-	-	-	3	-	-	9	4	5
2. PATTI	1	3	2	6	-	3	-	4	8	3
3. LAL- GANJ	3	5	7	7	10	4	-	7	7	6
4. MAN- DHATA	6	3	4	3	3	2	-	5	3	2
5. SADAR	3	3	9	6	6	2	3	7	2	3
6. SANGI- PUR	1	1	10	-	7	-	-	9	-	6
7. KALA- KANKAR	2	5	9	2	2	5	2	9	2	3
8. KUNDA	4	7	4	3	10	2	7	8	4	5
9. BAGA- GANJ	3	8	8	2	4	9	6	-	7	4
10. VIHAR	3	3	10	-	9	7	3	8	5	2
<b>TOTAL</b>	<b>27</b> (23.28)	<b>38</b> (32.76)	<b>62</b> (53.45)	<b>29</b> (53.45)	<b>54</b> (46.56)	<b>34</b> (29.31)	<b>21</b> (18.10)	<b>71</b> (61.21)	<b>42</b> (36.21)	<b>39</b> (33.62)
<b>TOWN AREA</b>										
1. MANIK- PUR	3	1	7	3	7	-	2	7	1	5
2. ANTU	1	2	7	3	2	3	2	6	1	4
<b>TOTAL</b>	<b>4</b> (21.06)	<b>3</b> (15.79)	<b>14</b> (73.69)	<b>6</b> (31.58)	<b>9</b> (47.37)	<b>3</b> (15.78)	<b>4</b> (21.05)	<b>13</b> (68.42)	<b>2</b> (10.53)	<b>9</b> (47.37)
<b>GRAND TOTAL</b>	<b>31</b> (22.97)	<b>41</b> (30.38)	<b>76</b> (56.30)	<b>35</b> (25.92)	<b>63</b> (46.67)	<b>37</b> (27.41)	<b>25</b> (18.52)	<b>84</b> (62.22)	<b>4</b> (32.59)	<b>48</b> (35.56)

**N B** : Figures in bracket indicate percentage.

**Source** : Based on primary data.

#### **5.4.10 MOTIVATION TO VTs:**

As already mentioned that in Pratapgarh district mainly the MTs did survey of TLC and identified VTs. This got reflected from Table V.14 which shows that more than half of the VTs were motivated by the MTs. 28 per cent volunteered themselves and 21 per cent were motivated by village pradhans/block pramukhs and BDOs. The proportion of VTs who volunteered themselves, particularly in case of female VTs, was higher in urban areas than in blocks. In blocks, the role of MTs in motivation of VTs was more evident. The MTs role in motivation of VTs in Gaura, Patti, Lalganj, Mandhata and Sangipur blocks and in Antu town area was more remarkable as compared to other blocks and town area.

#### **5.4.11 VTs REPORTING VARIOUS DIFFICULTIES:**

Most of the VTs in Pratapgarh district experienced one or other difficulties in TLC. Around 81 per cent VTs at blocks, 84 per cent in town areas and 81 per cent in the aggregate district faced difficulties. According to them most serious problem was the non-payment of any salary/honorarium by the ZSS which was expressed by 72 per cent, 71 per cent and 79 per cent VTs in the district, blocks and town areas respectively. The other important difficulty was the non-availability of teaching/learning materials in time followed by the lack of infrastructural facilities at LCs, lack of learners interest and apathy of officials and public men. These problems were expressed by the VTs of all the blocks and town areas except the Sadar block where lesser number of VTs reported these problems as evident from the Table V.15.

TABLE V.14: BLOCK/TOWN AREAWISE VTs MOTIVATED BY DIFFERENT PERSONS:  
PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	BY SELF			GRAM PRADHAN/ BLOCK PRAMUKH			B.D.O.			M.T.			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>BLOCK</b>															
1. GAURA	1	-	1	2	-	2	-	-	-	10	-	10	13	-	13
2. PATTI	2	-	2	2	-	2	1	-	1	8	-	8	13	-	13
3. LALGANJ	1	2	3	2	-	2	-	-	-	5	4	9	8	6	4
4. MANDHATA	1	1	2	-	-	-	-	-	-	2	3	5	3	4	7
5. SADAR	2	3	5	1	2	3	-	1	1	3	2	5	6	8	14
6. SANGIPUR	2	1	3	3	-	3	-	-	-	5	1	6	10	2	12
7. KALA- KANKAR	2	1	3	2	-	2	-	-	-	2	2	4	6	3	9
8. KUNDA	2	1	3	2	1	3	1	-	1	3	2	5	8	4	12
9. BABAGANJ	2	1	3	2	-	2	1	-	1	2	2	4	7	3	10
10. VIHAR	2	3	5	-	2	2	-	1	1	2	2	4	4	8	12
<b>TOTAL</b>	<b>17</b>	<b>12</b>	<b>29</b>	<b>16</b>	<b>5</b>	<b>21</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>42</b>	<b>18</b>	<b>60</b>	<b>78</b>	<b>38</b>	<b>116</b>
	(21.79)	(41.38)	(25.00)	(20.51)	(13.16)	(18.10)	(3.85)	(7.89)	(5.17)	(53.85)	(47.37)	(51.72)	(100.0)	(100.0)	(100.0)
<b>TOWN AREA</b>															
1. MANIKPUR	2	3	5	-	-	-	-	-	-	2	2	4	4	5	9
2. ANTU	2	2	4	-	-	-	1	-	1	3	2	5	6	4	10
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>19</b>
	(40.00)	(55.56)	(47.37)				(10.00)			(50.00)	(44.44)	(47.37)	(100.0)	(100.0)	(100.0)
<b>GRAND TOTAL</b>	<b>21</b>	<b>17</b>	<b>38</b>	<b>16</b>	<b>5</b>	<b>21</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>47</b>	<b>22</b>	<b>69</b>	<b>88</b>	<b>47</b>	<b>135</b>
	(23.86)	(36.17)	(28.15)	(18.18)	(10.64)	(15.56)	(4.55)	(6.38)	(5.19)	(53.41)	(46.81)	(51.11)	(100.0)	(100.0)	(100.0)

N B : Figures in bracket indicate percentage.

Source: Based on primary data.

TABLE V.15 : BLOCK/TOWN AREA-WISE NUMBER OF VTs REPORTING VARIOUS DIFFICULTIES IN TLC: PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	No. of VTs feeling difficulty in TLC	TYPE OF PROBLEMS				
		Non payment of salary/ honorarium	No timely avallability of materials	Lack of lighting and setting faciltities seating at LCs	Lack of learners interest	Lack of official and public co- operation
<b>BLOCK</b>						
1. GAURA	10 (76.92)	10	8	7	8	6
2. PATTI	12 (92.31)	12	7	8	9	6
3. LALGANJ	12 (85.71)	9	10	10	8	7
4. MANDHATA	5 (71.43)	5	3	3	4	-
5. SADAR	7 (50.00)	7	4	2	-	3
6. SANGIPUR	11 (91.67)	10	8	6	2	1
7. KALA-KANKAR	8 (88.89)	6	4	-	5	2
8. KUNDA	10 (83.33)	8	5	3	6	3
9. BABAGANJ	9 (90.00)	7	6	4	2	-
10.VIHAR	10 (83.33)	8	6	7	3	2
<b>TOTAL</b>	<b>94 (81.03)</b>	<b>82 (70.69)</b>	<b>61 (52.59)</b>	<b>50 (43.10)</b>	<b>47 (40.52)</b>	<b>30 (25.87)</b>
<b>TOWN AREA</b>						
1. MANIKPUR	7 (77.78)	7	5	4	4	2
2. ANTU	9 (90.00)	8	7	5	6	1
<b>TOTAL</b>	<b>16 (84.21)</b>	<b>15 (78.95)</b>	<b>12 (63.15)</b>	<b>9 (47.37)</b>	<b>10 (52.63)</b>	<b>3 (15.79)</b>
<b>GRAND TOTAL</b>	<b>110 (81.48)</b>	<b>97 (71.86)</b>	<b>73 (54.07)</b>	<b>59 (43.70)</b>	<b>57 (42.22)</b>	<b>33 (24.24)</b>

NB : Figures in bracket indicate percentage.

Source : Based on primary data.

#### **5.4.12 VTs SUGGESTIONS TO IMPROVE TLC:**

The sample VTs were asked to give their suggestions as to how the Total Literacy campaign in Pratapgarh district can be improved to obtain the desired goal of total literacy in the district. The views expressed by them have been ranked in order of importance and shown in Table V.16. It reflected from the table that more than 80 per cent VTs suggested that ZSS should pay some salary/honorarium to them to sustain their motivation to work in TLC. The percentage of VTs expressing this view was as high as around 90 per cent in town areas of the district in comparison with 79 per cent at the combined level of blocks. 73 per cent of VTs were in view that ZSS should do regular inspection of LCs. More than half of the VTs suggested that timely supply of teaching/learning materials should be ensured. Less than 40 per cent of the VTs suggested that infrastructural facilities like proper seating arrangements, Lantern, Kerosene oil etc. should be provided by the ZSS. On-third of the VTs suggested that massive awareness generation for TLC needed to be launched in the district.

## CHAPTER VI

### TEACHING/LEARNING MATERIALS, MONITORING, AND FINANCE

The main objective of TLC is to impart functional literacy in reading, writing and arithmetic to learners so that a sense of confidence is generated and they can ensure their participation in development programmes to lead a better quality of life. The teaching/learning materials relating to reading, writing and arithmetic have been developed on the basis of Improved Pace and Content of Learning (IPCL) method which takes into account the interest of target groups, their problems and needs. The emphasis is laid on local language. Generally the Primers are developed, printed and supplied by SRCs to ZSSs. The primers based on the IPCL have three parts which require 200 hours to complete. Learners and VTs are given the following materials:

- (a) Materials given to Learners:
  - (i) Primers-I, II and III.
  - (ii) Slate or copy or both.
  - (iii) Chalk or pencil or both.



(b) Materials given to VTs:

- (i) Primers - I, II and III.
- (ii) Directory.
- (iii) VTs daily attendance register.
- (iv) Dotpen.

The responsibility of providing the above materials to learners and VTs has been entrusted upon the ZSS.

## **6.1 TEACHING/LEARNING MATERIALS SUPPLIED BY ZSS:**

The ZSS, Pratapgarh reported to have distributed 2,85,000 P-I, 2,35,000 P-II and 85,000 P-III to learners, VTs and MTs. The ZSS has bought the Primer - Nai Kiran in three parts from the SRC, Lucknow. The primer is in Hindi language and approved by IPCL Committee. The ZSS has procured other materials on its own. The primers have been found to be relevant according to the needs of learners. It was reported by ZSS that slate, chalk, copy, pencil and rubber were provided to every learner through the SDIs and MTs. VTs were given roll up board, duster, chalk and three primers. Our research team enquired from VTs, MTs and learners about the timely and adequate distribution of teaching/learning and other materials by the ZSS. The analysis of their response is as follows:

## **6.2 VTs VIEWS ABOUT DISTRIBUTION OF MATERIALS:**

Out of the total sample VTs, 79 per cent reported that the distribution of teaching/learning and other materials was timely and adequate. At the combined level of blocks, the same 79 per cent of VTs reported timely and adequate distribution of materials but in town areas, 74 per cent VTs expressed the same view and 26 per cent put forth the opposite view. It is evident from Table VI.1 that in few blocks like Sadar and Lalganj distribution of materials was relatively untimely.

Most of the VTs reported that primer-I was generally supplied to every learner while the distribution of P-II was relatively inadequate particularly in the blocks of Lalganj, Mandhata, Sadar, Kalakankar and Babaganj. Its distribution in town areas was better. The distribution of P-III remained confined to only first phase blocks of Gaura and Patti. Its distribution was better in Lalganj block. The distribution of other materials like slates/chalks, note books and pencils was reported by majority of the VTs. The distribution of these materials appeared to be satisfactory as from Table VI.2.

TABLE VI.1 : BLOCK/TOWN AREAWISE VTs RESPONSE ABOUT TIMELY AND ADE-  
QUATE DISTRIBUTION OF MATERIALS: PRATAPGARH DISTRICT

BLOCK/TOWN AREA	YES	NO	TOTAL
<b><u>BLOCK</u></b>			
1. GAURA	10 (76.92)	3 (23.08)	13 (100.0)
2. PATTI	9 (69.23)	4 (30.77)	13 (100.00)
3. LALGANJ	10 (71.42)	4 (28.58)	14 (100.00)
4. MANDHATA	5 (71.43)	2 (28.57)	7 (100.00)
5. SADAR	9 (64.29)	5 (35.71)	14 (100.00)
6. SANGIPUR	10 (83.33)	2 (16.67)	12 (100.00)
7. KALAKANKAR	7 (77.78)	2 (22.22)	9 (100.00)
8. KUNDA	12 (100.00)	-	12 (100.00)
9. BABAGANJ	9 (90.00)	1 (10.00)	10 (100.00)
10. VIHAR	11 (91.67)	1 (8.33)	12 (100.00)
<b>TOTAL</b>	<b>92</b> <b>(79.31)</b>	<b>24</b> <b>(20.69)</b>	<b>116</b> <b>(100.00)</b>
<b><u>TOWN AREA</u></b>			
11. MANIKPUR	7	3	9
12. ANTU	7	3	10
<b>TOTAL</b>	<b>14</b> <b>(73.69)</b>	<b>5</b> <b>(26.31)</b>	<b>19</b> <b>(100.00)</b>
<b>GRAND TOTAL</b>	<b>106</b> <b>(78.52)</b>	<b>29</b> <b>(21.48)</b>	<b>135</b> <b>(100.00)</b>

N.B : Figures in bracket indicate percentage.

Source : Based on primary data.

TABLE VI.2 : BLOCK/TOWN AREAWISE VTs REPORTING SUPPLY OF DIFFERENT MATERIALS: PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	PRIMER I	PRIMER II	PRIMER III	SLATE/ CHALK	NOTE BOOK	PENCIL
<b>BLOCK</b>						
1. GAURA	10 (76.92)	10 (76.92)	10 (76.92)	9 (69.23)	8 (61.54)	10 (76.92)
2. PATTI	13 (100.00)	9 (69.23)	12 (92.31)	10 (76.92)	7 (53.85)	8 (61.54)
3. LAL- GANJ	13 (92.86)	6 (42.86)	-	13 (92.86)	8 (57.14)	12 (85.71)
4. MAN- DHATA	6 (85.71)	3 (42.86)	-	5 (71.43)	4 (57.14)	7 (100.00)
5. SADAR	12 (85.71)	7 (50.00)	-	10 (71.43)	8 (57.14)	13 (92.86)
6. SANGI- PUR	11 (91.67)	8 (66.67)	-	10 (83.33)	10 (83.33)	11 (91.67)
7. KALA- KANKAR	8 (88.89)	5 (55.56)	-	7 (77.78)	5 (55.56)	9 (100.00)
8. KUNDA	10 (83.33)	7 (58.33)	-	11 (91.67)	8 (66.67)	12 (100.00)
9. BABA- GANJ	10 (100.00)	5 (50.00)	-	8 (80.00)	6 (60.00)	10 (100.00)
10. VIHAR	11 (91.67)	7 (58.33)	-	9 (75.00)	7 (58.33)	11 (91.67)
<b>TOTAL</b>	107 (92.24)	67 (57.76)	22 (18.97)	92 (79.31)	71 (61.20)	103 (88.80)
<b>TOWN AREA</b>						
1. MANIK- PUR	9 (100.00)	6 (66.67)	-	8 (88.89)	2 (77.78)	9 (100.00)
2. ANTU	10 (100.00)	6 (60.00)	-	7 (70.00)	9 (90.00)	10 (100.00)
<b>TOTAL</b>	19 (100.00)	12 (63.16)	-	15 (78.94)	16 (84.21)	19 (100.00)
<b>GRAND TOTAL</b>	126 (93.33)	79 (58.52)	22 (16.30)	107 (79.26)	87 (64.44)	122 (90.38)

N.B. : Figures in bracket indicate percentage.

Source : Based on primary data.

### **6.3 MTs RESPONSE ON THE DISTRIBUTION OF MATERIALS:**

The sample MTs were required of the distribution status of different materials by ZSS. Most of the MTs have reported that the distribution of each material like P-I, P-II, P-III, slates/chalks and pencil was timely and adequate. Only in case of note books, around 50 per cent of MTs responded that its supply remained inadequate. On the whole, MTs response pointed out the adequate distribution of materials in district as a whole. In Table VI.3, the MTs reponse about the distribution of different materials have been shown.

### **6.4 LEARNERS VIEW ON THE DISTRIBUTION OF MATERIALS OBSERVATION**

Our research team has discussed the status of materials distribution with large number of learners in different blocks. Some learners have told that they got all the materials from ZSS, though there were many exceptions pointed out by learners in some blocks like Lalganj and Mandhata. The ZSS had ensured the supply of all materials to the blocks. From blocks, SDIs were entrusted to take the material to the control schools, located at NPs. From NPs, the MTs were to take the materials for distribution among learners. Our research team has observed that the primers and other materials was supplied by the suppliers to the blocks. In some blocks, materials remained largely stored there because SDIs did not lift it. In few cases, materials was transported to the central schools but it was not distributed properly from there. For instance during our field visit in August 1998, it was noticed that primers

TABLE IV.3: BLOCK/TOWN AREAWISE MTs RESPONSE ABOUT DISTRIBUTION OF TEACHING/LEARNING AND OTHER MATERIALS: PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	PRIMER I	PRIMER II	PRIMER III	SLATE/ CHALK	NOTE BOOK	PENCIL
<b>BLOCK</b>						
1. GAURA	3 (100.00)	3 (100.00)	2 (66.67)	3 (100.00)	1 (33.33)	2 (66.67)
2. PATTI	3 (100.00)	3 (100.00)	3 (100.00)	3 (100.00)	2 (66.67)	3 (100.00)
3. LAL- GANJ	2 (100.00)	2 (100.00)	-	2 (100.00)	1 (50.00)	1 (50.00)
4. MAN- DHATA	3 (100.00)	3 (100.00)	-	2 (66.67)	2 (66.67)	2 (66.67)
5. SADAR	3 (100.00)	2 (66.67)	-	2 (66.67)	2 (66.67)	3 (100.00)
6. SANGI- PUR	2 (100.00)	2 (100.00)	-	2 (100.00)	1 (50.00)	1 (50.00)
7. KALA- KANKAR	2 (100.00)	2 (100.00)	-	2 (100.00)	2 (100.00)	2 (100.00)
8. KUNDA	3 (100.00)	3 (100.00)	-	3 (100.00)	2 (66.61)	3 (100.00)
9. BABA- GANJ	3 (100.00)	2 (66.67)	-	3 (100.00)	-	3 (100.00)
10. VIHAR	3 (100.00)	3 (100.00)	-	3 (100.00)	2 (66.67)	3 (100.00)
<b>TOTAL</b>	<b>27 (100.00)</b>	<b>25 (92.59)</b>	<b>5 (18.52)</b>	<b>25 (92.59)</b>	<b>15 (55.56)</b>	<b>24 (88.89)</b>
<b>TOWN AREA</b>						
1. MANIK- PUR	3 (100.00)	3 (100.00)	-	3 (100.00)	2 (66.67)	2 (66.67)
2. ANTU	3 (100.00)	2 (66.67)	-	3 (100.00)	1 (33.33)	3 (100.00)
<b>TOTAL</b>	<b>6 (100.00)</b>	<b>5 (83.33)</b>	<b>-</b>	<b>6 (100.00)</b>	<b>3 (50.00)</b>	<b>5 (83.33)</b>
<b>GRAND TOTAL</b>	<b>33 (100.00)</b>	<b>30 (90.91)</b>	<b>5 (15.15)</b>	<b>31 (93.94)</b>	<b>18 (54.55)</b>	<b>29 (87.88)</b>

NB : Figures in bracket indicate percentage.

Source : Based on primary data.

and other materials were stored in the rooms of Mandhata block and in the Central school of Mandhata N.P. as well. Therefore, it seems that ZSS purchased all the materials as per requirement but did not plan well for its proper, systematic and timely distribution.

## **6.5 MONITORING OF CAMPAIGN:**

The monitoring of any programme is essential to understand its strength and weakness in order to steer the programme in desired direction. The monitoring strategy in TLC was excepted to take into consideration the followings:

- (i) Status of people's participation in the Campaign.
- (ii) Relevance of EB activities undertaken.
- (iii) Survey and training.
- (iv) Standard of reading, writing and arithmetic skills of learners

A good monitoring system helps to place formulate LCs to district level a planned strategy to achieve the desired result. In this way, a monitoring system may not be aimed at the fault finding rather through monitoring, the campaign can be progressively improved.

## **6.6 MONITORING BY ZSS, PRATAPGARH:**

The ZSS has informed that 'Tehsil Literacy Committees' at tehsil levels under the chairmanship of ADMs were constituted to monitor the different aspects of campaign. Similarly the Block Literacy Commmittees at block level, NP Literacy Commitees at NPs levels and village Panchayat Literacy

Committees at village panchayat levels were constituted to monitor the campaign. The ZSS has further reported that the Chief Development Officer (CDO) of the district takes monthly meetings of SDIs and other district level officers to monitor the campaign. The MIS was designed to flow information from VTs to MTs to SDIs to district level. The frequency of reporting was fortnightly. The ZSS had developed two proformas. The first format contained the name of VTs and their caste-wise and sex-wise learners who completed P-I, P-II and P-III. This information was to be collected by MTs from VTs in relation to each gram-sabha. It also contained the space to show the status of supervision by different officials, meetings of village Panchayat Literacy Committee and decisions taken in these meetings. There was also some space to mention the innovations, if being undertaken in village-ward and village specific problems and suggestions. The second MIS format contained NP-wise and caste-wise information of enrolled learners, learners dropping out, trained/working VTs and MTs, learners learning and completed Primers. It also contained information about supervision, dates and decisions of NP, block and ward level literacy committee meetings and problems and suggestions. The first format was filled by MTs who gave to SDIs. The SDIs prepared the second proforma on the basis of first one to be submitted to ZSS.

An examination of both these MIS forms revealed that there was scope to make these formats simple to avoid duplicacy of the information prepared. A single MIS proforma was needed to be prepared keeping in view that MTs and SDIs are required not to put unnecessary efforts. On the basis of both these formats, we have developed a model of MIS format which has been appended in the last chapter of this report. The model MIS format has been designed to be filled by MTs and later on any analysis would be possible manually or through computer at the ZSS level.



Our observation is that the monitoring system adopted by the ZSS, Pratapgarh, has been a method of data collection about learners only. There was no feed back from ZSS to NPs, NPs to blocks and blocks to villages. The functionaries were also not provided expertise in MIS preparation.

## **6.6 SUPERVISION:**

The supervision of all aspects of TLC at the levels of village, NP, block and ZSS is always required during the campaign. In case of ZSS, Pratapgarh, Supervision was done by the DAEO of TLC functionaries. But the main responsibility of supervision relied on MTs. The MTs supervised VTs and obtained various information to prepare MIS. All the MTs have reported that they supervised VTs and learners. The main task of supervision as reported by 88 per cent of MTs was to motivate learners to join LCs and prepare MIS. The other important activities of MTs were to guide VTs, teach learners and contact VLs as shown in Table VI.4. Our research team has also observed that MTs did supervision of VTs. During the supervision, VTs were told to motivate learners, how to teach learners, run the centres regularly, prepare the MIS and generate awareness of literacy. The VTs response in this regard has been shown in Table VI.5.

TABLE VI.4 : BLOCK/TOWN AREAWISE MTs REPORTING THEIR ACTIVITIES DURING  
SUPERVISION: PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	GUIDANCE TO VTs	TEACHING TO LEARNERS	MOTIVA- TION TO LEARNER	COLLECTION OF MIS	CONTACT WITH VLs
<b><u>BLOCK</u></b>					
1. GAURA	3 (100.00)	1 (33.33)	2 (66.67)	3 (100.00)	1 (33.33)
2. PATTI	2 (66.67)	1 (33.33)	3 (100.00)	3 (100.00)	2 (66.67)
3. LALGANJ	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4. MAN- DHATA	3 (100.00)	2 (66.67)	3 (100.00)	3 (100.00)	2 (66.67)
5. SADAR	2 (66.67)	3 (100.00)	2 (66.67)	2 (66.67)	1 (33.33)
6. SANGIPUR	1 (50.00)	-	1 (50.00)	2 (100.00)	-
7. KALA- KANKAR	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	1 (50.00)
8. KUNDA	2 (66.67)	2 (66.67)	3 (100.00)	1 (33.33)	-
9. BABA- GANJ	2 (66.67)	2 (66.67)	3 (100.00)	3 (100.00)	-
10. VIHAR	3 (100.00)	1 (33.33)	2 (66.67)	3 (100.00)	1 (33.33)
<b>TOTAL</b>	22 (81.48)	16 (59.26)	23 (85.18)	24 (88.89)	10 (37.04)
<b><u>TOWN AREA</u></b>					
1. MANIK- PUR	2 (66.667)	2 (66.67)	3 (100.00)	3 (100.00)	-
2. ANTU	3 (100.00)	2 (66.67)	3 (100.00)	2 (66.67)	-
<b>TOTAL</b>	5 (83.33)	4 (66.67)	6 (100.00)	5 (83.33)	-
<b>GRAND TOTAL</b>	27 (81.82)	20 (60.61)	29 (87.88)	29 (87.88)	10 (30.30)

N.B : Figures in bracket indicate percentage.

Source : Based on primary data.

TABLE VI.5 : BLOCK/TOWN AREAWISE SUGGESTIONS GIVEN TO VTs DURING  
SUPERVISION : VTs RESPONSE: PRATAPGARH DISTRICT

BLOCK/ TOWN AREA	TO MOTIVATE LEARNERS	ON METHODS OF TEACHING	RUN THE CENTRE REGULARLY	METHODS OF PREPARA- TION OF MIS	TO GENERATE WARMERS FOR ADULT LITERACY
<b>BLOCK</b>					
1. GAURA	8 (61.54)	6 (46.15)	6 (46.15)	3 (23.08)	5 (38.46)
2. PATTI	10 (76.92)	8 (61.54)	5 (38.46)	-	3 (23.08)
3. LALGANJ	7 (50.00)	7 (50.00)	-	5 (35.71)	32 (14.29)
4. MAN- DHATA	3 (42.86)	4 (57.14)	2 (28.57)	-	1 (14.29)
5. SADAR	12 (85.71)	8 (57.14)	7 (50.00)	2 (14.29)	3 (21.43)
6. SANGIPUR	9 (75.00)	6 (50.00)	3 (25.00)	5 (41.67)	1 (8.33)
7. KALAKAN- KAR	5 (55.56)	6 (66.67)	3 (33.33)	-	2 (22.22)
8. KUNDA	10 (83.33)	9 (75.00)	5 (41.67)	2 (16.67)	1 (8.33)
9. BABA- GANJ	6 (60.00)	21 (40.00)	4 (40.00)	-	1 (10.00)
10. VIHAR	9 (75.00)	5 (41.67)	2 (16.67)	3 (25.00)	2 (16.67)
<b>TOTAL</b>	<b>79 (68.10)</b>	<b>63 (54.31)</b>	<b>37 (31.90)</b>	<b>30 (25.87)</b>	<b>21 (18.10)</b>
<b>TOWN AREA</b>					
1. MANIKPUR	9 (100.00)	7 (77.78)	3 (33.33)	3 (33.33)	2 (22.22)
2. ANTU	7 (70.00)	5 (50.00)	6 (60.00)	4 (40.00)	2 (20.00)
<b>TOTAL</b>	<b>16 (84.21)</b>	<b>12 (63.16)</b>	<b>9 (47.37)</b>	<b>7 (36.84)</b>	<b>4 (21.06)</b>
<b>GRAND TOTAL</b>	<b>95 (70.38)</b>	<b>75 (55.56)</b>	<b>46 (34.07)</b>	<b>37 (27.40)</b>	<b>25 (18.52)</b>

N.B. : Figures in bracket indicate percentage.

Source : Based on primary data.

TABLE VI.6 : DETAILS OF RECEIPTS AND EXPENDITURE:  
ZSS, PRATAPGARH DISTRICT

SL. ITEMS NO.	AMOUNT ALLOTTED	RECEIVED FROM CENTRE/ STATE GOVTS. (JUNE, 1998)	ACTUAL EXPENDI- TURE	RECEIPT AS % OF ALLOTMENT	EXPENDI- TURE AS % OF RECEIPT
1. EB ACTIVITIES	11,40,000.00 (4.56)	8,55,000.00 (4.56)	4,57,976.80 (3.21)	75.00	53.56
2. LITERACY CONFEREN- CES	16,41,400.00 (6.57)	12,30,000.00 (6.56)	10,46,331.50 (7.34)	74.94	85.07
3. SURVEY	9,75,000.00 (3.90)	7,31,250.00 (3.90)	7,88,306.55 (5.53)	75.00	107.80
4. TRAINING	75,92,430.00 (30.37)	56,94,375.00 (30.37)	36,55,243.00 (25.63)	75.00	64.19
5. TEACHING/ LEARNING MATERIALS	1,08,02,200.00 (43.21)	81,00,000.00 (43.20)	74,59,712.25 (52.31)	74.98	92.10
6. EVALUA- TION	6,68,000.00 (2.67)	5,02,500.00 (2.68)	1,00,000.00 (0.70)	75.22	19.90
7. ADMINI- STRATION	21,80,970.00 (8.72)	16,36,875.00 (8.73)	7,53,091.60 (5.28)	75.05	46.00
<b>TOTAL</b>	<b>2,50,00,000.00 (100.00)</b>	<b>1,87,50,000.00 (100.00)</b>	<b>1,42,60,661.70 (100.00)</b>	<b>75.00</b>	<b>76.06</b>

NB : Figures in bracket indicate percentage.

Source : Office of the Secretary, ZSS, Pratapgarh District.

## 6.7 FINANCE:

The central and state governments allotted Rs.2,50,000.00 to ZSS, Pratapgarh district for the TLC programme. A total amount of Rs.1.87,50,000.00 was released by both the governments. Thus, the amount received by the ZSS as on January, 1998 constituted 75 per cent of the allotted amount. Out of the total money received, the ZSS made an expenditure of Rs.1,42,60,661.70 which was 76.06 per cent of the total receipt. The government allotted item-wise budget and released accordingly. The ZSS has also made expenditures according to the item-wise sanctions of the total money allotted. 43.21 per cent was earmarked for the purchase of teaching/learning materials. The share of amount released to ZSS for the purchasing of teaching/learning materials was also highest i.e., 43.20 per cent among different items. The ZSS also spent around half of the received money on the purchase of teaching/learning materials. The expenditure as percentage of receipt on teaching/learning materials constituted 92 per cent. The training was the next important item on which substantial amount was sanctioned, released and expenditure was made. The ZSS has made substantial expenditures on most of the sanctioned items except the training on which 64 per cent of receipt was expenditure. The expenditure on survey was 108 per cent of receipt. The ZSS has economised expenditure on administration as it spent only 46 per cent of total receipt on administrative needs. Since evaluation is still to be completed, ZSS paid only Rs.100,000 for this purpose which constituted 19.90 per cent of the receipt for the evaluation. In Table VI.7, details of item-wise receipts and expenditures have been shown.

## **CHAPTER VII**

### **FINDINGS, OBSERVATIONS AND RECOMMENDATIONS**

The study has analysed the various activities or processes undertaken by the ZSS, Pratapgarh in the course of implementation of Total Literacy Campaign (TLC) such as organisation and management, environment building and survey, selection and training of functionaries, teaching/learning materials, management information system (MIS) and finance. The study is Concurrent Evaluation of Total Literacy Campaign, which basically aimed at to detect the bottlenecks, short falls and deficiencies and suggest corrective measures to ensure optimum efficiency. In this chapter, an attempt is made to recapitulate the major findings of the study and some observations to suggest certain policy recommendations. Some of the major findings are summarised below:

#### **7.1 MAJOR FINDINGS:**

**7.1.1** The study is based on the methodology designed by the National Literacy Mission (NLM) for the Concurrent Evaluation of Total Literacy Campaigns (TLCs). According to NLM, Concurrent Evaluation of Total Literacy Campaign is to be conducted in two stages. The one is the First Stage

Evaluation (FSE) which focusses on the evaluation of processes or activities. The other part is the Second Stage Evaluation (SSE) which examines the learners learning outcomes. The present report is the First Stage Evaluation of Total Literacy Campaign of Pratapgarh district, Uttar Pradesh. According to the guidelines of NLM, the sample of the study constituted ten (10) blocks, twenty (20) villages and four (4) wards of two town areas. Approximately 200 number of VTs, MTs, KRPs, VLs and BDOs were interviewed. The systematic proportionate random sampling technique was used in the selection of sample of the study.

**7.1.2 The Total Literacy Campaign (TLC)** was launched in March, 1994 in Pratapgarh district. The campaign was launched in two phases. The first phase covered five blocks of Aaspur Devsara, Patti, Gaura, Shivgarh and Mangraura. In the second phase, there are eleven blocks of Mandhata, Sangipur, Sadar, Laxmanpur, Vihar, Babaganj, Rampur Sangramgarh, Sandwa Chandrika, Lalganj, Kalakankar and Kunda. A total of 277374 learners were identified during the survey in district. Out of these, 244870 learners could be enrolled. The ZSS reported that 27595 VTs were involved in the campaign. The ZSS was found to have maintained the VT-learners ratio of 1:10 as recommended by the NLM. A total of 2129 MTs and 77 KRPs were also involved in the campaign. The ZSS bought and distributed 285000 Primer-I, 235000 Primer-II and 85000 Primer-III. The primers were supplied by the SRC, Lucknow and KRPs were also trained there. The other materials were purchased by the ZSS itself.

**7.1.3** The General Body of the ZSS, Pratapgarh was constituted with the registration of ZSS under the U.P. Societies Registration Act, 1860. It comprised of 101 members which included 35 officials and 66 non-officials. The constitution of the General Body of ZSS was found to be as per the NLM guidelines. However only two of its meetings were held during November 1993 to July 1998. A review of minutes of General Body indicated that proper items were listed for discussion and decisions were taken with consensus. The constitutional structure of the Executive Committee of ZSS also appeared to be as per the guidelines of the NLM. In case of Executive Committee also, ZSS could not organise its meetings as per stipulated time intervals. Though the ZSS should have constituted nine sub-committees and a core group for the effective control and successful implementation of TLC in the district. However, it constituted six sub-committees in the beginning of campaign. Later on these six sub-committees were merged into three and a core group. The first sub-committee was the Management, Administration and Finance. It appeared to be like a official committee and few of its meetings were held. The other was the Environment Building and Training Sub-Committee in which bottom level representation remained negligible and limited number of its meetings were organised.

The last one was the Teaching/Learning and Monitoring/Evaluation sub-committee which also lacked people's representation and its one meeting was called as yet. In case of Core Group, the situation remained similar to that of other sub-committees. The role of block and village levels literacy



committees in the campaign was found not to be effective in any way. The effective involvement of village panchayats appeared to be lacking during the campaign. However the pradhans have reported to our research team that they have been encouraged by the present District Magistrate (DM) and Chief Development Officer (CDO) of the district to get involved in the Campaign. The pradhans and knowledgeable persons of the district expressed the view that the present District Magistrate and present Chief Development Officer have initiated their serious efforts to make the TLC successful in Pratapgarh District. A series of meetings, rallies and conferences have been organised by them recently at the block and tehsil levels. It became evident that the District Adult Education Officer (DAEO) who is also the Secretary, ZSS, has again started putting his efforts in TLC. The DAEO seems to be a competent officer with good academic background and long experience of Adult Education Programme. The need was felt to increase the involvement of other officials particularly of block officials by integrating other development programmes with the Total Literacy Campaign in district.

- 7.1.4** The ZSS, Pratapgarh organised a number of EB activities. However, around 71 per cent of all EB expenditures was incurred alone on posters, banners and wall writings. The type of EB activities undertaken indicated that most of these were paid or financially supported by the ZSS and people's participation/contribution was little evinced. It became evident that the EB activities of ZSS, Pratapgarh generated impact not sufficient enough to arouse a feeling of demand for the

literacy among the learners. It became further evident from the response of VTs and MTs that those EB activities which were organised with people's co-operation or people's co-operation got automatically involved, were the most effective EB activities like kala jathas, rallies, meetings/conferences etc. The KRPs view point on EB activities also supported the same findings. The learners were motivated mainly through audio visuals and personal motivation of MTs, SDI, BDOs and VTs.

**7.1.5** The survey for the first phase blocks was conducted during June, 1994 to August, 1994 and for second phase blocks during April, 1996 to 15 June, 1996 by the primary school teachers who were provided training in survey. The survey was, by and large, found to be authentic. A VT-learners ratio of 1:10 as suggested by the NLM was maintained. However, it reflected that the care was not taken to maintain the matching and batching and it was found to be inadequate across all the blocks and town areas. It became evident that some environment for TLC was also generated during the survey.

**7.1.6** The majority of KRPs were young and around 40 per cent were females. The KRPs were well qualified and trained at SRC, Lucknow. The ZSS identified two MTs in every GS. One was the teacher in primary school and other was generally a lady of the same GS. It became evident that more than two-third MTs were from upper castes and SC and OBC MTs were 15 and 10 per cent respectively. No MT was found to be from minorities. The proportion of male MTs in total MTs was

found to be 70 per cent. Most of the MTs were selected by the SDIs followed by the headmasters of primary schools and DAEO. Most of them had no previous experience of adult education. The ZSS imparted only 3 days training to MTs in place of the NLM recommended 9 days. Most of the MTs reported the adequacy of training. Among the VTs 65 per cent were males and remaining 35 per cent were females. Roughly 58 per cent belonged to upper castes, 25 per cent OBC, 13 per cent SC and 4 per cent minorities. Most of the VTs were found to be in the age of below 40 years and female VTs were younger as compared to male VTs. The VTs were qualified upto intermediate and some were graduates. Their occupational engagements were in agriculture, household works, study, various labour jobs, service and business. The ZSS provided only 3 days training to VTs at NP level which was less than the NLM recommended period which was less than the NLM recommended period. Majority of VTs got training and were satisfied with it.

**7.1.7** The ZSS reported to have provided all the three primers and other materials to each VT. Our analysis of field data indicated that 93 per cent VTs got P-I, 59 per cent P-II and 16 per cent P-III. Roughly half of the VTs reported to have received other materials from the ZSS. In this way, the supply of teaching/learning materials by the ZSS remained inadequate. The analysis showed that only 13 per cent VTs reported the regular attendance of learners at LCs. The VTs reported to have received support from the MTs. The role of VECs, VLs and local administration was found to be not much effective.

**7.1.8** The VTs were mainly motivated by the MTs to work in TLC.

The VTs experienced many difficulties during the campaign. Most serious problem, according to VTs, was the non-payment of any salary/honorarium to them. The other important problems were the (i) non-availability of teaching/learning materials in time, (ii) lack of infrastructural facilities at LCs, (iii) lack of interest for literacy in learners and (iv) apathy of official and public man. More than 80 per cent VTs suggested that ZSS should pay some salary/honorarium to them to sustain their interest in the campaign. 73 per cent VTs were in view that ZSS should do the regular inspection of LCs. More than half of the VTs suggested that timely supply of teaching/learning materials should be ensured. Less than 40 per cent of the VTs suggested that infrastructural facilities like seating arrangements, lanterns, kerosene oil etc. should be provided at LCs by the ZSS. One-third of the VTs suggested that massive awareness generation for TLC is needed to be launched in the district.

**7.1.9** The ZSS designed MIS to flow from VTs to MTs to SDIs to district level. The frequency of reporting was fortnightly. There was no feed back noticed from ZSS to NPs, NPs to block and blocks to villages. The functionaries were also not trained in MIS preparation. The main responsibility of monitoring was entrusted to MTs and SDIs.

**7.1.10** The mechanism of supervision also appeared to be weak. The main responsibility of supervision remained on the MTs. The DAEO also did supervision. The MTs, VTs and learners

disclosed to our research team that the supervision by officials and non-officials remained more or less negligible. All the problems relating to VTs and learners remained unnoticed during the campaign.

**7.1.11** The central and state government allotted Rs.2.50 crores to ZSS, Pratapgarh for the TLC programme. The ZSS received around 75 per cent of the total allotted amount in respect of seven sanctioned items and around 76 per cent of receipts was expended. The expenditure on survey exceeded the sanctioned amount while on training, EB activities and purchase of teaching/learning materials substantial expenditure was made. The administrative expenditure of the ZSS was found to be 46 per cent in relation to total budget recommended for the purpose.

## **7.2 OBSERVATIONS:**

On the basis of above findings and field experiences, it may be inferred that the various activities or processes undertaken by the ZSS, Pratapgarh for the implementation of Total Literacy Campaign in the district yielded results much below the optimum. No doubt in beginning, the organizational structure of ZSS was planned well according to the NLM and government guidelines. However the implementation strategy steered the campaign similar to other programmes of the government in place of providing a sustained momentum and thrust to the campaign with people's co-operation and involvement.

It has become evident that in the initial period, the DAEO worked out the plan of action drawing limited guidance and inspiration from various committees/sub-committees of the ZSS because very few meetings of the committees were held. The inspiration and guidance from the top level administrative leadership of the district was hindered because of the frequent transfers of District Magistrate (DM) and Chief Development Officer (CDO). When the campaign was launched, Basic Education Officer (BSA) of the district was holding the charge of DAEO. He involved SDIs in the campaign and entrusted them to identify primary school teachers to conduct survey to identify learners. Later on these teachers were associated with the campaign as MTs. Since the SDIs and primary school teachers were under the administrative control of BSA, there was no problem to involve them in the campaign. Nevertheless, the care should have been taken to involve only motivated and interested SDIs and teachers. As per plan, the primary school teachers did the survey to identify learners which was found to be more or less authentic. The SDIs now involved one teacher in every GS as MT. One more person in every GS was identified to be the MT. In this way, two MTs per GS were involved. Little care was taken to provide representation to different castes in the identification of MTs. As a result, the majority of MTs belonged to upper castes. Now the MTs were asked to identify VTs. The MTs listed the educated, unemployed, male and female youths of the villages as VTs, irrespective of taking into account the matching of VTs with learners, their interest and motivation etc. The youths from upper castes again got predominance in the identification of VTs. The VTs, by and large, developed an impression that the government may pay

them some salary/honorarium for being associated with TLC as VT. In the meantime, ZSS started EB activities. The type of EB activities of the ZSS indicated that most of the EB activities were funded by the ZSS and people's participation was not ensured in significant way. The focus of EB largely remained concentrated in urban parts, block and tehsil levels. The villages which required maximum focus of all EB activities remained largely untouched by EB. As a result, the importance of literacy could not be effectively communicated to the people of district. The ZSS did not realise further that imparting of proper training to MTs and VTs was must for the success of campaign. MTs and VTs were given only three days training in place of NLM recommended nine days. The ZSS was to provide teaching/learning materials to MTs, VTs and learners copy, slate/chalk, pencil, rubber etc. was purchased. The ZSS asked suppliers to deliver materials at block offices. The materials reached to the blocks and was stored there. The BDOs and SDIs were asked to sent this materials to central primary schools located at NPs. The MTs were to distribute the materials to VTs who were to provide it further to learners. A proper monitoring of the distribution of teaching/learning materials could not be evolved. As a result the required quantity of teaching/learning materials could not reach to a large number of users. The monitoring mechanism of the campaign was designed to collect data to demonstrate learners progress rather to monitor the campaign to detect bottlenecks and remove them. No feed back from ZSS to learners was given. Similarly a sound supervisory mechanism was not evolved. The problems confronting the functionaries and learners largely remained unnoticed. The active co-operation of block education committees, village education committees, village panchayats and educational

institutions did not come forth. The villages where maximum efforts should have been put got little attention.

Unfortunately, in the course of implementation of campaign, some administrative constraints and unforeseen events also seem to have put serious limitation on ZSS for achieving desired success. Among the important deterrent factors which may have thwarted the success of campaign, the one appeared to be the frequent transfer of District Magistrate (DM) and Chief Development Officer (CDO) who are the top most cadre in ZSS and district administration. It was brought to our notice that the present District Magistrate is the fifth and present Chief Development Officer is the Sixth and the present District Adult Education Officer is the third to have managed the campaign since March, 1994.

The second major bottleneck came in the form of two elections of Lok Sabha, one election of Vidhan Sabha and elections of three-tier panchayat raj system which caused disruption in the campaign because the official machinery of district including the staff of ZSS was deployed in conducting of these elections.

The third unforeseen event emerged in the form of wide spread terror of wolf in the district which caused disruption in campaign for quite some time.

Despite the above, the ZSS is to be appreciated for creating a sound organisational structure of the Total Literacy Campaign in district which can be reactivated to make the campaign successful. The present District Magistrate Mr. Rama Raman and the Chief Development Officer Mr. Dhananjay Singh have planned to organise the campaign in its real spirit and are trying to activate it as a people's movement.



### 7.3 RECOMMENDATIONS:

On the basis of findings and field observations, it may be concluded that there are some areas in the Total Literacy Campaign under implementation in Pratapgarh district which need immediate intervention of the ZSS to make the campaign more effective, relevant, participative and result oriented. We therefore, recommend the following policy interventions:

1. *The* Pratapgarh district has been placed under the 'Operation Restoration' of the Total Literacy Campaign by the Government. The ZSS has also motivated VTs to start revision of primers. Now the ZSS should plan a time bound action plan instead of ad hoc efforts. Therefore, it is recommended to launch the full scale campaign by deciding the campaign duration from October, 1998 to March, 1999.
2. *The* present District Magistrate and Chief Development Officer have taken keen interest in the campaign. Both of them are trying to make the campaign successful with peoples co-operation. The Director of Adult Education should appraise the TLC status of district to the concerned bureaucrats at the Secretariate with the request not to transfer present DM and CDO from the district during the campaign.

3. *The* ZSS should to communicate to the functionaries and people that the TLC is not a government programme but it is the peoples movement against the evil of illiteracy. The people's involvement is to be ensured in EB activities, motivating learners and running of centres. It is recommended that the process of EB activities entailing maximum people's co-operation with minimum cost needs to be initiated again. The main focus of all EB works should remain in the villages with periodic repeat so that the momentum and thrust of the campaign is not lost.
4. *The* ZSS should call the regular meetings of its various committees, sub-committees and core group and committed social activists, teachers, retired and prominent persons with known aptitude of social work should be involved.
5. *It* is our view that the TLC in Pratapgarh district could not get desired direction, guidance and supervision which led to giving of a other wise turn to the campaign. All this seem to be on account of absence of dedicated guides at the important levels. It is recommended that ZSS should identify one dedicated person to be the co-ordinator of the campaign in district. In the same way, one co-ordinator for each block and town area may also be identified. It is recommended further that co-ordinators should not be identified and involved in the campaign at Nyaya Panchayat level because a very large team of co-ordinators may pose serious administrative and management problems for the ZSS. These co-ordinators

should not be paid salary or honorarium and be the highly motivated, educated, experienced and philanthropic in attitude. The preference may be given to women and persons belonging to the underprivileged sections of the society.

6. *The* ZSS has previously involved NGOs in the campaign. We have observed that some NGOs like in Patti block have done appreciable work in the campaign. It is recommended that the ZSS and district officials should impress upon the NGOs of district to actively participate in the campaign. The NGOs which put up serious efforts and demonstrate appreciable results may also be given preference in the allocation of other government programmes and forwarding of their applications to government for getting programmes/schemes.
7. *The* maximum participation of village panchayats should be sought in the campaign. The pradhans should be requested to take care of the campaign in their respective villages. The village panchayats showing better results may be rewarded by the DM and CDO by way of incentives and larger allocation of government grants under different schemes.
8. *It* was found that most of the MTs and VTs came from upper castes. Despite it, we feel that efforts should not be wasted at this stage to replace them with the VTs of other castes. The ZSS should identify those VTs who are inactive and may be biased in their social attitude. Efforts should be made to include female VTs and VTs whose habitation is nearer to learners.

9. *The* ZSS should again plan for a short duration training cum orientation programme of MTs and VTs within the shortest possible time. The KRPs should be involved. During the training, apart from other things, MTs and VTs should be given to understand that TLC is a volutnary and people's movement. Therefore, they have to involve themselves in a great social cause of literacy without any financial gains. The feed back mechanism be developed to take corrective measures from time to time.
10. *One*-day orientation should also be provided to SDIs, BDOs and co-ordinators at the district level.
11. *We* have observed in the field that VTs and learners have not kept teaching/learning materials properly, to be used again. Some of them have not received the required materials. Since the campaign is to be restarted, the VTs and learners will have to be provided teaching/learning materials. As per our assessment, the ZSS should again purchase around twenty five percent of previously estimated requirement of primers including some primers in Urdu for the learners of minorities. In case of other materials, we estimate that around fifty percent of previously estimated quantity is needed to be purchased again. The ZSS may solicit financial support from the NLM and the government for the repurchase of this materials.
12. *The* VTs and MTs should be motivated by the district officials by giving them indirect incentives like appreciation certificates, preference in job linked

trainings, financial assistance, development programmes and employment.

13. *The* ZSS should evolve an effective system of inspection and monitoring on regular basis. The efforts should be made to avoid the duplicacy in monitoring mechanism and develop an active model of feed back from top to bottom and vice-versa. We have redesigned the MIS proforma used by the ZSS so far to make it more informative and simple. A model of this format is enclosed here with. It is recommended that ZSS should use this format for MIS in future. It can be used on computer or manually.
14. *The* literacy campaign should be largely linked with the various welfare programmes under implementation at the district level.
15. *The* staff and students of colleges/schools may be involved in the campaign. We have observed that such involvement may be ensured with little efforts.
16. *The* Total Literacy Campaign is just like a hard iron spring. If some one wants to wind it, he will have to put his maximum vigour in a very sustained manner. Other wise if disrupted in between, the spring may assume its original position. In the same way, the TLC is to be launched with utmost sincerity and continuity. The efforts should continue with same confidence, vigour and vitality till the results are obtained.

# TOTAL LITERACY CAMPAIGN, PRATAPGARH DISTRICT

## MIS PROFORMA

GRAM SABHA/WARD.....NYAYA PANCHAYAT.....BLOCK/TOWN AREA.....

PERIOD: FROM.....TO.....

SL. NO.	VTs NAME	LEARNERS ENROLLED				
		TOTAL	SC	OBC	MINORI- TIES	OTHERS
		M F T	M F T	M F T	M F T	M F T

SL. NO.	VTs NAME	LEARNERS LEARNING/COMPLETED PRIMER-I				
		TOTAL	SC	OBC	MINORI- TIES	OTHERS
		M F T	M F T	M F T	M F T	M F T

Contd...

[illegible][illegible]

**ANNEXURE I : NUMBER OF TARGET LEARNERS IN SAMPLE  
GRAM SABHAS ACCORDING TO CASTE  
GROUPS: PRATAPGARH DISTRICT**

BLOCKS	NYAYA PANCHAYAT	GRAM SABHA	SC	OBC	MINORI- TIES	UC	TOTAL
1. GAURA	1. DELHUPUR	1. TAUKALPUR	46	98	23	117	284
	2. NARAYANPUR KALAN	2. DIGHWAT	69	79	57	81	286
2. PATTI	1. RAMAIPUR - DISHNI	3. BAHUTA	21	48	121	24	214
	2. PATTI GRAMIN	4. SARSATPUR	20	58	29	89	196
3. LALGANJ	1. AMAWAN	5. AMAWAN	110	277	40	44	471
	2. MEDAWAN	6. KAITHOLA	146	98	43	23	310
4. MAN- DHATA	1. BHADOHI	7. BHADOHI	28	8	1	13	50
	2. MALHUPUR	8. MALHUPUR	17	38	13	6	74
5. SADAR	1. BANWARI KACHH	9. PURERAJU	218	108	-	1204	1530
	2. RAJGARH	10. RAJGARH	13	37	17	49	116
6. SANGIPUR	1. ASAWAN	11. DABHIYAR	35	40	10	30	115
	2. RAJAPUR	12. RAJAPUR	80	140	95	55	370
7. KALA- KANKAR	1. BADERA	13. JAJUPUR	109	273	36	15	433
	2. LAWANA	14. KHURHUJI	277	176	-	20	473
8. KUNDA	1. BHADARI	15. SHEKHPUR ASHIK	66	55	11	10	142
	2. AHIBARAN- PUR	16. MALAKARA- ZATPUR	275	106	10	29	420
9. BABA- GANJ	1. AENDHA	17. WAZIRPUR	110	145	37	-	292
	2. GOVIND- NAGAR	18. KHANWARI	110	88	-	-	198
10. VIHAR	1. BHITARA	19. KANUPUR	128	186	34	27	375
	2. PAWASI	20. UMARI KOTILA	212	230	-	57	499
		<b>TOTAL</b>	<b>2090</b>	<b>2288</b>	<b>577</b>	<b>1893</b>	<b>6848</b>

Source: Office of the Secretary, ZSS, Pratapgarh.



**ANNEXURE II: NUMBER OF ENROLLED LEARNERS IN SAMPLE GRAM SABHAS ACCORDING TO CASTE GROUPS: PRATAPGARH DISTRICT**

BLOCKS	NYAYA PANCHAYATS	GRAM SABHA	SC	OBC	MINORITIES	UC	TOTAL
1. GAURA	1. DELHUPUR	1. TAUKALPUR	46	98	23	117	284
	2. NARAYANPUR KALAN	2. DIGHWAT	66	106	57	57	286
2. PATTI	1. RAMAIPUR - DISHNI	3. BAHUTA	21	48	121	24	214
	2. PATTI GRAMIN	4. SARSATPUR	20	58	29	89	196
3. LALGANJ	1. AMAWAN	5. AMAWAN	110	277	40	44	471
	2. MEDAWAN	6. KATHOLA	146	98	43	23	310
4. MAN-DHATA	1. BHADOHI	7. BHADOHI	28	8	1	13	50
	2. MALHUPUR	8. MALHUPUR	17	38	13	6	74
5. SADAR	1. BANWARI KACHHI	9. PURERAIJU	218	108	-	1204	1530
	2. RAJGARH	10. RAJGARH	13	37	17	49	116
6. SANGIPUR	1. ASAWAN	11. DABHIYAR	35	40	10	30	115
	2. RAJAPUR	12. RAJAPUR	80	140	95	55	370
7. KALA-KANKAR	1. BADERA	13. JAJUPUR	109	273	36	15	433
	2. LAWANA	14. KHURHUJI	277	176	-	20	473
8. KUNDA	1. BHADARI	15. SHEKHPUR	66	55	11	10	142
	2. AHIBARANPUR	16. MALAKARA-ZATPUR	275	106	10	29	420
9. BABA-GANJ	1. AENDHA	17. WAZIRPUR	110	145	37	--	292
	2. GOVIND-NAGAR	18. KHANWARI	110	88	-	--	198
10. VIHAR	1. BHITARA	19. KANUPUR	128	186	34	27	375
	2. PAWASI	20. UMARI KOTILA	212	230	--	57	499
		<b>TOTAL</b>	<b>2087</b>	<b>2315</b>	<b>577</b>	<b>1869</b>	<b>6848</b>

Source: Office of the Secretary, ZSS, Pratapgarh.

**ANNEXURE III: NUMBER OF TARGET AND ENROLLED LEARNERS IN SAMPLE WARDS OF TOWN AREAS ACCORDING TO CASTE GROUPS: PRATAPGARH DISTRICT**

TOWN AREA	WARDS	SC	OBC	MINORITIES	UC	TOTAL
<b><u>TARGET LEARNERS</u></b>						
<b>MANIKPUR</b>	1. SAHABAD UTTARI	26	88	-	23	137
	2. ADULPUR	12	96	-	-	108
<b>ANTU</b>	1. NEWADIYA	18	31	09	14	72
	2.ATHAGAWN DUVAN	5	8	4	3	20
<b>TOTAL</b>		<b>61</b>	<b>223</b>	<b>13</b>	<b>40</b>	<b>337</b>
<b><u>ENROLLED LEARNERS</u></b>						
<b>MANIKPUR</b>	1. SAHABAD UTTARI	15	64	-	23	102
	2. ADULPUR	12	54	-	-	66
<b>ANTU</b>	1. NEWADIYA	18	31	09	14	72
	2.ATHAGAWN DUVAN	5	8	4	3	20
<b>TOTAL</b>		<b>50</b>	<b>157</b>	<b>13</b>	<b>40</b>	<b>260</b>

Source: Office of the Secretary, ZSS, Pratapgarh.